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ABSTRACT

Intended for friends and families of children with disabilities, the book contains information and suggestions on play activities, toys, and games for children (0-8) with mild and moderate disabilities. Activities are sequenced from simpler to more developmentally advanced within six major categories (1) exploring the senses (hid and find, flashlight games); (2) exploring movement (roly-poly games, ball, family bunny hop, home-made scooter boards); (3) exploring outdoors, waterplay and make-believe (sandplay, outdoor art, box creations); (4) exploring arts and crafts (homemade fingerpaint, baker's clay, screen painting, tie dye); (5) exploring music and rhythm (finger play games, action songs and chants, rhythm and musical instruments); and (6) exploring group activities (bean bag toss, circle games, dramatic play). Each activity provides information on goals, materials, directions, and adaptations. (CL)

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Recipes for FUN

Play Activities and Games for Young Children With Disabilities and Their Families

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Let's Play to Grow

Created by the Joseph P. Kennedy, Jr. Foundation

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***Gilbert M. Reich**, President and CEO.*

PUBLISHER'S NOTE

Names, characters and incidents associated with Rainbow Bunch families are the product of the authors' imagination and any resemblance to actual persons, living or dead, events or locales is entirely coincidental.

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Let's Play To Grow

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Dear Parents:

Welcome to the joyous adventure of Let's Play to Grow. In this book there are recipes for fun, which will bring you added delight in your children and your families.

Recipes For Fun was developed in response to hundreds of requests received from parents seeking to make play more creative and meaningful for their young special child. Built into the book are two very important facts we've learned about the efforts of families to promote the development of their young special child.

The first is the determination of parents to meet the many challenges posed by their child's disability. For example, the parents of a young retarded child living in a community without recreational services for children with severe disabilities organized the members of their local Let's Play To Grow Club, and persuaded the recreation department to offer a specially designed family swimming program. This kind of perseverance and dedication is repeated over and over again in communities all across the country.

The second fact arises out of a growing understanding of the nature of play. Recent research shows that young special children will make the most gains if parents play naturally with them, are responsive to their interests, needs and capabilities and enjoy sharing the fun themselves. This approach seems to be much more effective in the early years than a structured program of "training".

These Recipes For Fun are dedicated to all families with special children—to fathers, mothers, brothers and sisters, to grandparents, aunts and uncles. You give us a model of love and courage that restores our faith in the enduring strength of the family.

Please let me know how we can work together to create more and better programs for our special families.

With admiration and warm good wishes,

Eunice Kennedy Shriver

Eunice Kennedy Shriver

EQUITABLE GROUP & HEALTH
INSURANCE COMPANY

Gilbert M. Reich
President and
Chief Executive Officer

Dear Friend:

Equitable Group and Health Insurance Co. supports many sports, health research, education and other social programs. Yet, no other corporate activity expresses our goal of strengthening the fabric of American society more completely than our support for Let's Play To Grow RECIPES FOR FUN.

Whether you are a relative or friend of a special child, I wish you the best in bringing the delights and benefits of play into that child's world. I know you will find RECIPES FOR FUN a very valuable resource in that effort.

Yours sincerely,

Gilbert M. Reich
President and CEO

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INTRODUCTION

Recipes For Fun

Before You Start...

RECIPES FOR FUN will help you cook up a variety of games and activities to fit your children's and family's very individual characteristics and needs. The most important ingredients in these recipes are the ones you will add yourself—they include creativity, sensitivity to the needs and interests of your disabled child, as well as those of other family members, a willingness to enter into the spirit of fun and pride in your child's achievements.

The book contains hundreds of recipes for play activities, games and simple homemade toys for families of children with mild to moderate disabilities ranging in age from birth to eight. Each chapter focuses on a particular activity theme, such as sensory motor or water and outdoor play. Every recipe comes with detailed directions, a list of "ingredients", information on the benefits of the activity and, where possible, adaptations for different disabilities.

Each chapter progresses from simpler, easier games and activities to more difficult and developmentally advanced ones. The reader will also note that many activities in chapters 4, 5, and 6 will not be appropriate for children in the toddler stage or younger. On the other hand, using your imagination, you will discover many ways to include the very young or more severely disabled child. For example, you can place the child in the center of a circle game, make sure he or she is close enough to hear a family song fest or physically guide his or her hands through an art activity.

As you explore RECIPES FOR FUN you will meet the members of the "Rainbow Bunch" Let's Play to Grow Club. These are five families who, like yourselves, are facing the special challenges of having a young disabled child in the family. They are the Blues, the Greens, the Gold's, the Violets and the Reds. Throughout the book, they share with you the games they use both at home and at Let's Play to Grow Club meetings.

It is very important for readers to understand that while each "Rainbow Bunch" family is as unique and special in its needs and interests as your own, all of the games in RECIPES FOR FUN are designed to be adapted for children with almost any disabling condition. So, when you are introduced to Leslie Blue in Chapter 1, do no assume that because Leslie is 14 months old, has cerebral palsy and is mildly retarded, those games described in Chapter 1 will fit only a child with Leslie's characteristics.

Some chapters in this book use the pronoun "he" and others, "she". This was done not only to make directions for each recipe match the gender of the disabled child whose family's recipes are featured in that chapter, but also to emphasize the fact that all RECIPES FOR FUN are for boys and girls.

The book has been designed for families of children with disabilities from birth through

age eight. Because no two children progress at the same rate, we did not include a developmental scale or reference to specific ages for each of the activities. In addition, almost all families consist of persons of varying ages, abilities and interests. You know your family better than anyone. We are confident you will choose the games and acitvities which will provide the most enjoyable family play for everyone.

Play . . . For Fun and Learning

Most parents understand that for children in the early developmental stages almost every activity contains some element of play. What many parents may not realize is that "child's play" is the most important way children develop intellectually, socially, emotionally and physically. Young children are natural explorers. They are never still and seldom silent. They learn by trial and error as they play and experiment. The child with disabilities is no exception. While physical or mental impairments may limit the disabled child's ability to explore, the inner longing to explore the world still remains.

For all children, play has several important and universal characteristics. The first is self-motivation. In other words, even if your child needs some specific help and guidance in order to gain the most from early experiences, his or her play will spring from the child's interests and developmental needs. Second, play is joyous and pleasurable. Finally, though we adults can understand and promote the important role of play in development, for the child, play is an end in itself, to be enjoyed for its own sake, rather than for any serious goal or purpose.

Although your child may have difficulties in moving, eye hand coordination, understanding or using language and/or perceiving him or herself and the world, you can ensure that your child will experience the pleasures and subtle developmental gains which come from being able to play naturally. Special techniques, such as those described in RECIPES FOR FUN will help you to enrich your child's world and adapt activities so that play can become a natural, relaxed part of your family life. Yet, the book is not a therapeutic cure-all designed to solve all your child's developmental problems.

Parents sometimes feel that their job is not just to play with their child but to try to structure every part of the daily routine to compensate for the child's physical or mental impairments. This may turn play time into a training session. Parents may also assume that only "expert"-designed activities will promote their disabled child's development. This approach can place a heavy burden on parents and other family members and undermine parents' confidence in their own parenting abilities. it may also make mothers and fathers feel that they ought to ignore the spontaneous, simple or traditional activities that should be an integral part of family play for every child.

In order to help your child get the optimum benefit from play, it is important to understand some of the ways in which play develops. In the earliest developmental stages, children discover their bodies through play. They explore and get to know the face, hands, feet and

other parts of their bodies. They test and develop muscle control, vocal cords and senses. Through playful and loving interaction with family members and others, children begin to gain an understanding of the social world in which they live and to feel that they are loved and valued members of it. By handling, tasting, smelling and seeing toys and other objects, young children gain an understanding of how the physical world works.

Young children will also go through changes in social behavior. In the early stages of play, children need and enjoy the smiles, caresses, songs and conversations of parents and others but have a difficult time focusing attention on more than one person at a time. At the next stage, children enjoy playing near other children and adults, but show little interest in activities which require cooperation. For example, a child at this stage would enjoy playing in the sandbox, sitting near another child, perhaps even doing the same thing but not actively playing with the other child.

Finally, in the later stages of play, children begin to take pleasure in playing games which require sharing, group cooperation and taking turns with others, as well as make-believe and role playing. For example, children's sand play at this stage could include such actvities as working together to build a network of roads for their cars to run on, or sharing a sandy, pretend tea party.

Play . . . For Family Unity

Home is where each child first learns about the world and forms the first bonds of attachment to other human beings through interaction with parents, brothers and sisters. Perhaps the most important of these family interactions is play, for family play promotes the child's development as a social being and his sense of joy in living.

Both dad and mom bring to family play times an added dimension by giving the gift of their creativity and experiences in childhood play activities.

Brothers and sisters (siblings) have an important role, too.They form a child's first and, possibly, most influential relationships with others close in age. Siblings are role models for each other. They are available as long-term playmates and companions to provide emotional support. Because the disabled child's contacts with non-disabled children may be limited, relationships with siblings take on added importance. Play is one of the most important ways for a disabled child and his or her siblings to interact in a positive way.

Parents may be surprised at first to find that their children don't always play together happily or enjoy each others' company. Experienced parents learn that a certain amount of fighting, jealousy and other problems between siblings is natural in any family. One of the most common reasons for this problem is competition between siblings for their parents' attention. This "sibling rivalry" can be intensified when there is a disabled child in the family, because of the extra time, care and attention the disabled child may require.

Siblings may need a little help in understanding some of the special techniques required to compensate for the disabled child's mental or physical impairment. "Tips For Successful Play Time" in the next section includes ideas for making play

time fun and happy for the disabled child and his or her siblings.

Creating relaxed family play is one of the many challenges families confront when they have children with disabilities. Yet the effort is worth it. The bond created by sharing relaxed family fun can provide the energy, commitment and strength to get through the "rough times" they will have to face.

Picture your family enjoying a kite party on a breezy March day. As they help to construct and decorate a brightly colored kite and watch it rise with the wind, everyone in the family from the youngest toddler to mom and dad will experience a sense of accomplishment, a feeling of closeness from participating in a successful "team" effort and a relaxed escape from the more serious pressures of life.

Tips for Successful Play Time

As the parent of a disabled child, you may feel that little in your past experience has directly prepared you for the many challenges you are now facing. As you play with your child using the games and activities in RECIPES FOR FUN as well as those you create yourself, you will soon learn what kinds of play come easiest and most naturally. The experiences of others who have loved and cared for children with disabilities can be helpful, too. So we collected these "tips" from parents, teachers, therapists and others who have worked with children with disabilities. We hope they will give you some good ideas for:

- ☐ picking the games and activities that are right for your child,
- ☐ adapting them to your child's needs, and
- ☐ organizing activities so that your child, as well as the whole family, gets into the act.

Get To Know Your Child. Get to know your child's reactions. What is he or she like when happy, interested, excited or bored, tired, hungry or frustrated? Can your child focus on one activity for a long time or is he or she easily distracted? Does he or she avoid new experiences or is he or she adventurous? What activities can he or she do alone and when is help needed? Is he or she easy-going or easily overstimulated?

Learn to read your child's messages. For example, if your child seems frustrated or agitated by a particular activity, he or she may be telling you that it is too hard. If he or she seems overstimulated, distracted and unable to focus, this may be a signal that the child cannot block out many of the sights, and sounds of his or her environment in order to focus on the immediate activity. By watching carefully to see how your child reacts in various situations, you will learn about his or her abilities, likes and dislikes.

Respond to your child's messages, whether they are physical or verbal. Don't assume that there is a formula which is right for every child, or every situation. Responding sensitively and flexibly to your child's needs is a basic ingredient of a helping, caring relationship. It will demonstrate that you see your child as a unique and valued person in his or her own right.

For example, if your child is fearful of new experiences or easily overstimulated, provide a quiet atmosphere and slowly engage him or her in ONE ac-

tivity at a time—such as cuddling, rocking or a quiet game like "Rub My Back" (see Chapter 1). This will show your child that you can be trusted to set comfortable limits that he or she may not yet be able to set. Eventually he or she will feel more adventurous about trying more exciting activities.

Set The Scene. The environment in which your child plays can be very important. Some things to think about when planning your child's play are:

Time. Keep play periods short. End them before your child gets bored or tired. Two or three short periods of play a day are often better than one long one.

Comfort. Find the place where your child will be most comfortable and relaxed. For example, sitting on the floor may be more fun than sitting at a table.

Distractions. Sitting facing a plain wall may be better than the middle of the room. Eliminate all non-essential distractions from the play area.

Noise. Try to carry out play activities in a room that is as quiet as possible.

Lighting. A room with soft lighting or with just a spot light on the play area can sometimes help the child to focus better.

Play With Your Child. While every child has a natural predisposition toward play, just leaving him or her to "play" is not enough. Children learn most play behavior by watching, playing with, and even being guided by others. This will be especially true of your disabled child who will probably need even more help than most children to get the most out of play.

Do not introduce too many games or activities at once. It is easier for the very young or severly disabled child to concentrate on one activity at a time. Besides, young children often love to repeat old, familiar games.

Join in play with your child. Sit on the floor with him or her during play time. During an art session paint your own masterpiece. If you are trying to teach your child to jump, you jump too.

Your child also needs time to play alone and to do things for him or herself. Give your child time to explore the different ways to use a toy, to create a picture, to roll a ball, to play with the box the toy came in, rather than the toy itself. Choose toys that are open-ended, which can be used for more than one kind of activity. Allow your child to make choices during play time—a red ball or a yellow one, play in the sand box or building with blocks, a walk in the park or a backyard picnic.

If your child has a hard time understanding verbal instruction, you can demonstrate or physically guide him or her through an activity. Keep your verbal instructions simple and use the same key words or actions each time you do a particular activity with your child. Get your child's attention by saying "Tommy, look" or "Mary, listen". Expand play vocabulary by using simple words and sentences to describe what you are seeing and doing together.

When your child is not enjoying an activity because it is too difficult, you can break it down into its smallest steps and guide him or her through each step, one at a time. Try the activity yourself first before you start. Be sure you present each part of an activity in order. For example, to reach for and grab an object, a child must first see it, move his arm and hand toward it, open his

hand and then grasp the object. The first step in helping a child develop this ability will be to help your child focus attention on the object. You can use a brightly colored object or one which makes an interesting noise. (See Chapter 1 for many ideas for making games out of this kind of activity.)

Get Brothers and Sisters Involved. By carefully choosing appropriate play activities, giving lots of praise, attention and guidance, you can do a great deal to ensure that your children enjoy playing together. Here are some things you can try:

☐ Establish reasonable and realistic expectations. Very young children may not interact with each other at all. Once your children have developed cooperative play skills, don't expect them to play together all the time or for long periods. Children of preschool age may only be able to play together 10-12 minutes at most. Remember that playing with a disabled child can be a challenge, especially if the child has a severe disability or is not very active.

☐ Select activities and toys that encourage children to play together. For example, blocks, balls and cars promote more social interaction than puzzles, stuffed animals and paints.

☐ Use lots of praise when children play together well. Try to be specific in your praise. "Good girl! You're sharing your toys" is much more effective than "That's good."

☐ Directly promote cooperative play, guiding and modeling cooperative play yourself. For example, you can be one of the guests at a pretend tea party, puppeteers in a puppet show, or one of the players in a game of tag. (RECIPES FOR FUN offers numerous suggestions for group games that you and your children can play together.)

Accentuate The Positive. Praise and encouragement will help your child feel successful, appreciated and motivated to keep on trying. A smile, a big hug, enthusiastic words, a sticker or favorite snack will reward your child for trying, looking and listening. Not only should you praise your child for even the smallest success, but also for just participating.

Keep things fun and light. Show your own enthusiasm for the activity by your actions and tone of voice.

Don't be frustrated if your child's efforts fail to result in immediate success. As long as the child is still having fun, encourage him or her to continue trying.

If you find that a particular toy or game is too difficult for your child, or your child shows no interest in it, store it away for a few months and try again. In fact, you'll get more use out of toys if you periodically rotate them. What seemed "old hat" two months ago may seem new today.

It's a good idea to begin play time with an activity you know your child can do. Use success with this activity to encourage him or her to go on to new or more dificult activities.

Don't worry if your child seems to want to do something different from what you have in mind. The child may be testing his or her (or your) limits or may be signalling that the activity you have chosen is too difficult or too easy. Other reasons may include a desire to stick with a familiar routine or favorite game or a stronger interest in another activity. For example you are trying to play

ball and your child hides under the table. It is important to encourage this move toward independence. After unsuccessfully trying every strategy you can think of to make the game attractive, you can either try playing ball under the table or put the ball away and make a game of hiding under the table.

While it's important to allow your child the freedom to initiate activities and develop a sense of independence, it is also important to set reasonable and consistent limits. Your young child needs to learn the boundaries of acceptable and safe behavior. Providing limits give children a sense of security and a framework within which individualism and independence can flower. Whenever possible, try to tell your child what he can do, rather than focusing on what he cannot do. If Sarah wants to play in the toilet, tell her "no", but also show her how or allow her to play with water in the sink, bath tub or sprinkler.

Adapt Play To Your Child's Special Needs. Not all the activities in this book will work with every disabled child. Some will have to be adapted to meet the needs of specific disabling conditions. Some children may not be able to participate in certain activities at all. For example, in order to do activities which require large muscle movement, like the games found in Chapter 2, a child must be able to control his or her own movement to some extent. However, most activities and games can be adapted so that your child will get the play experiences necessary for growth and development. Use the adaptations for the games and activities in RECIPES FOR FUN and use your imagination, ingenuity and knowledge of your child to create your own adaptations. The following are some principles which you can keep in mind:

☐ If your child is blind, surround him or her with a variety of objects and toys with interesting textures, sounds and odors.

☐ If your child has a hearing loss, encourage language development by communicating about all the things that he or she is experiencing, touching and seeing. Provide toys and activities that help to develop the other senses. Use sign language or physical gestures if necessary. Make sure that he or she can see your face and the movement of your lips when you talk.

☐ If your child has a severe lack of muscle control, you can still provide many of the everyday experiences he or she would get were it possible for him or her to move about freely. Help him or her to see, feel and touch many different things.

You're Not Alone. Many parents of disabled children report that one of the most difficult emotions they face is the feeling that they are alone in having to cope with their child's disability. It is important for parents to reach out for the help and support that is available in their communities.

In most communities there are many agencies and experts (early childhood educators, occupational, language and physical therapists, counselors, etc.), offering assistance to mothers and fathers of disabled children. They can advise you on the best ways to promote your child's development, from selecting appropriate toys to dealing with behavior problems. There are also excellent books and other materials to supple-

ment these RECIPES FOR FUN with ideas for teaching and playing with your child. See the resource list at the end of the book or look for them in your local library.

Don't be afraid to reach out to relatives and friends. Other parents of disabled children can be particularly helpful in providing support and understanding. Join a parent support group or form your own Let's Play To Grow Club where all memers of your family can join together to share friendship, support and fun with others who are going through similar experiences.

As your child grows older, you may find that the local YMCA, recreation department, schools, Special Olympics or other agencies offer play, recreation and sports programs designed for children with disabilities and staffed by specially trained professionals. Also, as your child's play progresses, it will become easier to include him or her in the mainstream recreational programs in your community.

CHAPTER 1

TOUCH 'N' TELL, HEAR 'N' SEE: Exploring the World of the Senses

Introduction

Joyous and meaningful first experiences come in a variety of colors, sounds and textures. Sometimes they are so good you can taste them. It's all here for your family to discover through TOUCH 'N' TELL, HEAR 'N' SEE. Here is a series of RECIPES FOR FUN to help your disabled child learn about herself and the world through the senses of touch, sight, hearing, taste, smell, as well as important physical activities, using the magic of play.

Children are natural explorers. Curiosity motivates them to explore a constant array of new experiences which gives them the foundation for growth and learning. This may not always be the case for some disabled children, however, because physical or mental impairments may hinder their ability to approach new experiences. Some disabled children seem content to sit and do nothing. Others seem so overstimulated by their environments that they cannot organize their experiences into meaningful learning. On the other hand, while physical and mental impairments may limit your child's ability to explore, the inner longing to discover the world still remains.

Use these Recipes and other familiar games and play activities, including ones that you create yourself, to help your child explore the world of the senses.

Remember to use everyday activities, from cooking dinner to dressing to provide opportunities for sensory play. Bath time, for example, can become a great TOUCH 'N' TELL game. As you touch or rub the different parts of your child's body, tell her what they are. Make it a game, saying "I'm gonna get your foot!" Then slowly grab her foot. "I'm coming for your knee!" Then touch her knee. This is an easy and fun way for your child to learn the parts of the body and develop a sense of timing as she anticipates how the game will continue.

Since the earliest learning experiences occur mainly through sensory stimulation, these games are designed for children who are still learning about themselves and exploring the environment with their senses. Many of the activities will also be fun and beneficial for children of all ages and ability levels, as well as their brothers and sisters.

The very young or severely disabled child may only be able to pay attention to one person at a time. Nevertheless, these RECIPES FOR FUN encourage all family members to participate and take turns playing with your child. Encourage each family member to develop games that your child enjoys.

And now introducing. . . The Blue Family, who will guide you through the TOUCH 'N' TELL/ HEAR 'N' SEE. . .

Touch'n'See With The Blue Family

Touch 'n' tell me what you see.
As you play these games with me,
See your fingers, see your toes,
Touch your ears and touch your nose
Play Touch 'n' Tell with Mrs. Blue
She and Leslie know what to do.

Leslie Blue is 14 months old. She is an active, happy child who is mildly retarded and has cerebral palsy. Leslie lives with her mother in the city.

Because the motor part of Leslie's brain is not working properly, she has difficulty controlling her muscles and movements. Sometimes she loses her balance and she needs to be propped in certain positions to throw a ball or drop blocks into a bucket. None of these impairments have dampened Leslie's enthusiasm for play.

By helping each other, Leslie and her mother play TOUCH 'N' TELL games all day long. Here are some of the games Leslie and her mother have played.

"Bath time, Leslie," Mrs. Blue says. Leslie smiles. She knows what that means. . .

RUB-A-DUB-DUB

To relax your child and awaken her senses before or after a game; to teach her about the different parts of her body.

☐ **Soft snuggly blanket** ☐ **Cornstarch/baby powder*** ☐ **Lotion or massage oil*** ☐ **Large ball or bolster** ☐ **Very soft brush** ☐ **Spray bottle** ☐ **Water** ☐ **Basin, pot or tub** ☐ **Towels of different textures**

NOTE: Children who have sensory integration problems ("tactile defensive" or hypersensitive to touch) may find RUB-A-DUB-DUB recipes extremely uncomfortable and react negatively to the activity. Often these children do not like to be held or cuddled; cry when placed on grass, sand or other textures; fuss or pull away from touch and refuse certain textures of food, clothing and toys. Your child is not rejecting you. His brain interprets the feel of things differently than other children. These children have a great need for tactile experiences. If your child shows a negative reaction to the feel of different textures or being touched, try one of the following:

- *Use a firmer touch, particularly if your child is "floppy" or has low muscle tone.*
- *If your child has high muscle tone, or is stiff and rigid always introduce movement activities slowly and gently. Avoid sudden, quick movements.*
- *Let the child's hand do the rubbing while you direct the movement.*
- *Gradually introduce different tactile experiences for brief periods of time.*
- *Observe the child's reaction; learn what the child finds pleasurable.*
- *Consult with an occupational or physical therapist for ideas, activities and more information.*

**SAFETY NOTE: Be sure your child is not allergic to these cosmetics. Cornstarch is a good non-allergenic substitute for baby powder.*

1. Wrap your child in a warm, snuggly blanket. If she is uncomfortable with the blanket, leave it off. Uncover her left arm and apply body lotion. Massage her arm lightly in a circular motion. As you do, say, "This is lotion. I'm rubbing lotion on your arm." Next, apply powder in a circular motion with both hands.

"See, I'm rubbing powder on your arms." Place her arm back in the blanket and follow the same procedure with other parts of her body, talking to her all the while. When she is able, let her identify her own body parts. To teach her about different degrees or pressure, rub her arm gently and tell her that you're rubbing her "gently".

2. Hot Dog. (Play this game without the blanket.) Pretend your child is a "hot dot" or another favorite food. Apply "ketchup" (lotion) "mustard" (cream) and "relish" (powder) etc. Repeat the food game with a soft baby brush. "Marinate" her arms and legs. Allow your child to control the activity by brushing her own arms and legs. Let her put lotion and powder on you and brush your arms.

3. Rub 'n' Dry. Using a spray bottle, spray water on your child's arms, legs, tummy, feet, back and forehead helping her rub dry with towels of varying textures. Help your child name the body parts being dried. Let your child dangle her feet in a tub of water, encouraging her to kick and move her feet.

4. Dough Roll. Using the ball or bolster, firmly roll it up and down her body while she is wrapped in the blanket. She will find this to be very relaxing and soothing. For extra fun, play Pat-A-Cake with this game.

5. Tickle and Blow. Kiss your child's nose, ears and fingers. Tickle and blow on other body parts. Always name the body parts you are touching. Make sure brother, sister and dad play this game, too!

TOUCH MOBILES

To help your child reach for, feel and hear objects she sees.

☐ **Dowel** ☐ **Elastic** ☐ **Bells**
☐ **Vegetable brush** ☐ **String** ☐ **Squeak toys**
☐ **Pot holder** ☐ **Wooden thread spools**

1. A dowel is secured to the legs of a table or the rung of a chair. Two objects with different textures, such as a vegetable brush and a pot holder, are tied to it. The objects are small enough to be held, but not swallowed. Place the child on the floor in a position which allows her to use her hands to play with the mobile. Some positions to try are: lying on her back with the mobile over her chest; lying on her side with mobile in front of her chest; lying on her tummy with mobile in front of her or sitting with mobile in front of her.

Laugh or smile as you bring the objects to touch your child's hand. Let them hang and encourage her to reach for them. New objects are added or replaced every few days. This game will help your child to explore the feel of soft, smooth, rough and hard textures.

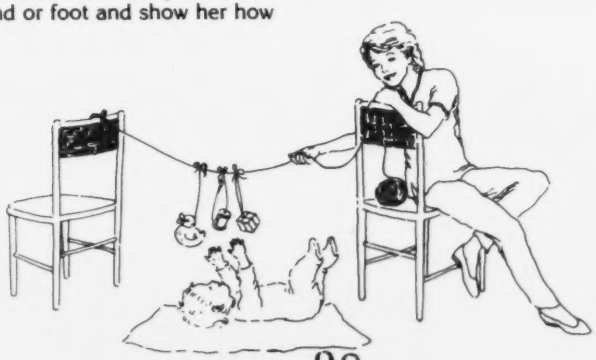
2. Sound mobiles. Tie wooden spools and bells to string. (Be sure to fasten items securely.) Then anchor them to the mobile to add sound. Take your child's hand or foot and show her how she can gently tap on the mobile to produce sounds.

3. Brother/Sister Mobile. Place a long bright scarf around a brother's or sister's arm or wrist and have him/her move just above the child's chest, close enough for your child to reach and grab for the scarf. Hold rattles, squeaky toys or other favorite objects/toys in front of or to the side of your child. Encourage her to find the toy with her eyes and reach for it with her hand.

SAFETY NOTE: Always supervise your child during these games to prevent the danger of her becoming tangled in the strings or pulling objects off the mobile.

ADAPTATION FOR VISUALLY IMPAIRED: Use shiny, bright colored toys and sound making toys.

ADAPTATION FOR PHYSICALLY IMPAIRED: Use a sideways or supported sitting position and gently push the child's shoulder or arms forward to reach the objects.



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FUN 'N' FOOD

To give your child the opportunity to explore the tastes, textures and scents of various foods.

☐ **Jello cut into squares** ☐ **Tray** ☐ **Blindfold**
☐ **Foods with a variety of tastes, smells and textures**
☐ **Other items with scents**

1. Make a batch of jello and cut into squares. Stack a few squares on a tray in front of your child. She'll love the feel, smell and taste of it. Also, use a slice of banana, a cracker or a peeled apple slice to encourage her to explore a variety of foods with different textures. (Make sure your young child has at least a few upper and lower teeth for this one.)

2. Gourmet Treat. When your child is able to eat table food, provide foods with different tastes and textures. Some examples: crackers—crisp; yogurt— soft; marshmallows—sweet; dried fruit—chewy; peanut butter—sticky; pickles—sour. Vary the temperature of foods—warm and cold. For a younger child use baby and junior foods.

3. Guessing Game I. Prepare a meal that has several distinct tastes and smells. At meal time, ask your child if she wants to play a special guessing game. Have her close her eyes and guess what food she is eating. She will be using three senses to make a guess: touch, smell and taste. This game is for a chld who has some language and/or can gesture by pointing or touching.

4. Guessing Game II. Blindfold your child or have her close her eyes, if a blindfold is frightening. Let her smell a variety of pungent, but familiar smells one at a time. Ask her to guess each smell. If she is having trouble guessing, give her some clues. (Example: "It is yellow, round and it tastes sour."—lemon.) Here are some items with characteristic smells: an unwrapped bar of soap, a freshly cut lemon, a freshly cut onion, perfume, a fragrant flower, peanut butter. Even if your child is unable to guess, she'll have fun just smelling a variety of items.

5. Fun 'n' Food Tips. Let your child suck on ice chips and popsicles. Keep your foods separate rather than mixed together so tastes are distinct. Allow her to make choices of foods she would like to taste. Give your child a wide variety of foods, be adventurous* and don't let your own

dislikes influence your child. If your child refuses a food, don't force it. Try it again in a few weeks. (You may want to vary the preparation.)

**SAFETY NOTE: Be sure your pediatrician has given the okay for any new food to be added to your child's diet. Avoid any foods that your child is allergic to. Only give your child foods that you are confident she will not choke on and can chew.*

ADAPTATION FOR PHYSICALLY IMPAIRED. Assist child with touching and placing food in mouth. Intead of jello activity, draw in vanilla pudding or mashed potatoes. Encourage your child to put her hands in the pudding, make finger and hand prints and put her "pudding" finger into her mouth.

SHAVING CREAM MASTERPIECES

To understand and explore textures in three dimensions.

☐ **Shaving cream or crazy foam in aerosol can.**

(Substitute a whipped dessert topping, pudding or yogurt for children who may try to eat the shaving cream.)

1. Turn your kitchen into an artist's workshop. Squirt shaving cream or pudding onto a smooth, slick surface such as the kitchen counter top, an acrylic cutting board or a highchair tray. Add a few drops of food coloring if using shaving cream. Then fingerpaint in the shaving cream or pudding. Allow the child to freely explore with both hands or one hand. Create various shapes: circles, squares, triangles. Draw faces, animals and trees. Two children are twice the fun. In fact, make it a family affair.

2. Paint the Tub. Play the fingerpaint game during bath time. Your child can paint the various parts of her body or the bath tiles. The shaving cream makes cleanup easy and fun. These games are great for helping your child explore the movement of her arms and legs. As your child moves her hands or feet, expand the movement. Move her "whole" arm or the "whole" leg, from the joint, in a circular motion, up and down, back and forth. Try this with only one arm or leg at a time or both arms and legs together. This is also a great outdoors game for a warm, sunny day!

ADAPTATION FOR VISUALLY IMPAIRED: Use scented shaving cream or add a few drops of mint, lemon or other highly scented cooking essence to the dessert topping.

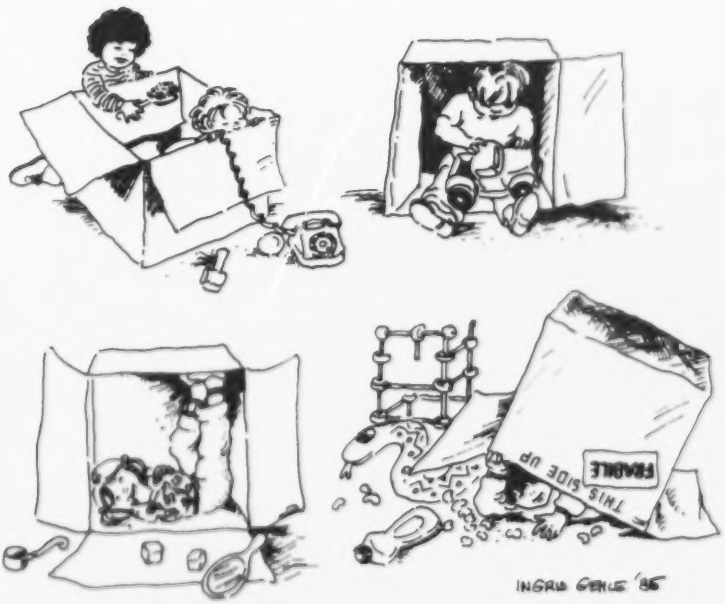
ADAPTATION FOR PHYSICALLY IMPAIRED: Give your child the necessary physical guidance so that she can enjoy the "cool" and "soft" feelings, of exploring the shaving cream or pudding.

TEXTURE BOX

To help children "see" with their fingers and learn to describe objects they touch.

- ☐ **Container: shoe box or other cardboard box, small plastic tub**
- ☐ **Textured items: oatmeal, rice, dried beans, macaroni, cotton, styrofoam, feathers, cereal or dry leaves**
- ☐ **Tools and toys: brush, spoon, ball, cup, toy car, truck, doll**
- ☐ **Small plastic containers**

1. Fill the box or tub with one of the ingredients from the textured items list or use a combination. Be sure that the bottom of the container is covered. As your child feels the items, use words like "soft", "rough" or "prickly" to to describe them. Also use descriptive vocal cues to make the game more fun. For example, the word "rough" is said in a low, rough voice. Always use the same word to describe the same texture. Begin with one texture and when your child understands, combine it with others. Take



turns with brothers and sisters leading the game. Using items with similar textures, repeat the descriptive words. Your child will learn that you are describing the feel of the texture and not naming the item itself.

NOTE: Some children will be hesitant about touching unfamiliar textures. Gently encourage your child to explore or have siblings provide an example. It may also be helpful to demonstrate each game first. If your special child dislikes a particular texture, try another one.

2. Fill the Cup. Take a spoon and fill a cup with dry oatmeal. Pour it out. Use words such as "fill", "full", "pour" and "empty" to describe the game. Ask your child to copy your actions. By holding oatmeal in your hand and letting it run through your fingers, illustrate "full" and "empty". Allow your child to explore and play freely with the oatmeal and various containers.

3. Touch and Find. Hide two toys, a ball and a car, under textured items in a box. Ask your child to get the ball without looking into the box. When she finds the toy, clap your hands, give her a hug and let her play with it. Talk about the ball and how it is different from the car. Play the game again. Give her clues like "the ball is round and smooth." Add toys as your child progresses. Add as many toys as your child can find. Use favorite toys. This will help encourage your child to find them. Let your child hide a toy and tell you to look for it. It's not easy.

4. Toy Find. Children often love to play with cardboard boxes which can be more fun than expensive toys. Hide favorite toys in a box of styrofoam packing beads, paper balls (cut or rip grocery bags up and crunch into enough little balls to fill box), or leaves. Give your child, her brother or sister each a turn to find a toy and then hide it again!

5. Box Fun. Another way to use a cardboard box is to fill it with one of the ingredients from Recipe #4. Make sure the box is large enough so that a brother or sister can play too! Let your children explore the contents of the box—possibly just putting an arm or leg in first. Sit your child in the box after removing her shirt, shoes and socks. Many children love this game.

SAFETY NOTE: The Texture Box activities should be supervised closely so that children do not mouth or swallow objects. Special supervision should be given to those children who are at the mouthing stage. Do not leave your child alone for any of the Texture Box activities.

HIDE AND FIND

To help your child understand that objects she can no longer see can still be nearby. To encourage her to find hidden objects.

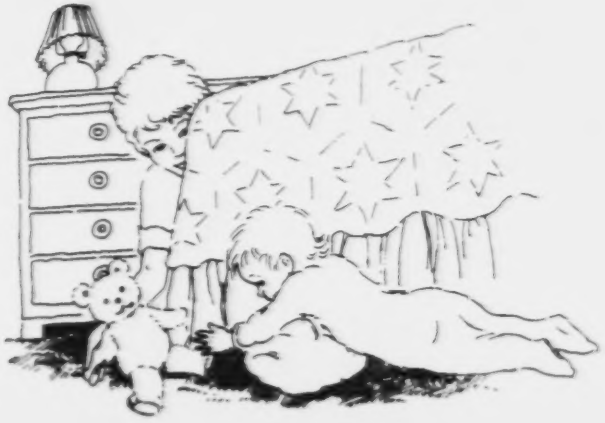
☐ **Ball or other favorite small toy**
☐ **Cardboard box with a picture glued to one side of it**

1. Remember to play "Peek-A-Boo". This is one of the most common Hide and Find games. Make sure brothers, sisters and dad join in the fun. For variety use a mirror and small blanket for "Peek-A-Boo". Another fun game is "Where is the Baby?" The adult covers his or her face with both hands or a hand towel and says "Where is the baby?" Then the adult removes hands and with a big smile says "There she is."

2. Where am I? Hide behind a chair, letting your child see part of you. Call out "Where am I? Come and find me." Hug her when she does. Repeat the game. When she wants to be the person who hides, act surprised when you "find" her. Repeat the game by hiding a favorite stuffed animal. Place your child on the floor near a brother, sister or another child. Say, "I am going to hide Sally," and then place a hand towel over the child's head. Repeat with the other child. After playing this game a few times the children will enjoy anticipating whose turn is next.

3. Hide-A-Toy. Show your child a special toy. Let her touch it while you hold it in your hand. Have her watch as you place the toy behind you. Ask, "Where did the ball go?" If she does not look for it, show her the ball again and encourage her to find it. When she finds it, say "Great! You found the ball," and let her play with it. Hide it in other places, such as your shirt pocket or under a towel, and let her discover it. Enjoy the game with her and respond enthusiastically when she succeeds.

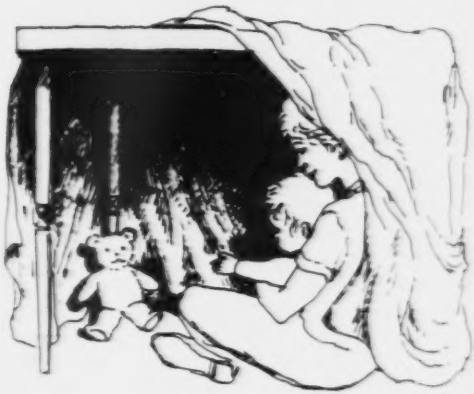
4. Search 'n' Find. Have your child sit on the floor and show her a box with a big picture of a familiar object or face pasted on the side. Turn the picture away and ask her to find it. Keep



reminding her of the picture by saying the name of the picture. Let her move around the box to find the picture. Congratulate her when she succeeds.

5. Where Is . . . ? Have the family sit in a circle; ask one member to leave the room. Encourage your child to name the person who is missing. Rotate the missing person with other family members. Vary the number of persons out of the room at one time.

ADAPTATION FOR THE PHYSICALLY IMPAIRED: Position your child so she can easily reach an object or remove the cover that is hiding it. Watch for signals from her eyes when she wants to reach for the object.



FLASHLIGHT GAME

To focus the eyes on a single object with contrasting background.

☐ **Flashlights** ☐ **Blanket**
☐ **Card table, kitchen table or large cardboard box**
☐ **Toys and other familiar objects** ☐ **Familiar pictures**

1. Place a blanket over a table or box to make a little house for you and your child to play in. Place two to five toys or familiar objects inside this "house". Help your child hold a flashlight to spotlight the toys. Talk about each toy. Next, ask her to find the object or toy you mention. Reverse roles and let your child tell you which toy to find. For the older child try this game using pictures of favorite toys or foods. Hang two to five pictures inside the "house".

2. Cat and Mouse. You and your child each have a flashlight. Have your child shine the light around a darkened room. Try to follow the light with your flashlight. Reverse roles and ask your child to follow your light.

ADAPTATION FOR VISUALLY IMPAIRED: Use pictures and objects that are brightly colored, shiny or make a noise.

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MOVING SOUNDS

To help children respond to and become familiar with various sounds in their environment and their location in space; to help them understand cause and effect relationships. These games integrate the senses of sight, hearing and various body movements.

☐ **Musical mobile**
☐ **Ribbon or elastic string bracelets with bells**
☐ **Bells, rattles, musical toys, squeaky toys or any other sound-making toy** ☐ **2 drums or pots** ☐ **Spoons**

1. Place a musical toy or mobile on either side of the crib or playpen for the child to see and hear. As she learns to grab and pull, use a mobile with a pull string to cause the mobile to make sounds when pulled. Soon she will learn that she can make sounds happen. If she cannot reach and grab by herself you can tie soft yarn or ribbon to her arm or leg and the other end to the mobile to help her make the mobile work.

SAFETY NOTE: This activity should be closely supervised.

2. Jingle Jewelry. Loosely tie bracelets made of elastic or ribbon and small bells to your child's wrists or ankles. (Make sure bells are well secured.) She will become more aware of her hands and arms, legs and feet as she moves and the bells make pleasant, jingly sounds. If the sound is appealing to her, she will be motivated to move her limbs. (If abrupt sounds frighten your child, eliminate this activity until she becomes more tolerant of sounds.) Continue to expose her to different sounds using favorite toys. Use brightly colored bracelets to attract her attention and create greater awareness.

SAFETY NOTE: Supervise this activity closely to make sure that little tongues do not get caught in the bells.

3. Grab It! While your child is on her tummy or in a seated position attract her attention with a favorite sound-making or brightly colored toy. Hold it to her right, then to her left and slightly above her. Hold it close enough so that when the sound is made she can turn or lift her head to see the toy. Encourage her to reach for it and play with it. She'll enjoy looking at it and exploring the sounds it makes when she moves or squeezes the toy. Hold a rattle in front of her and move it slowly around in a circle so she can follow it with her eyes. This can be done with your child in various positions and with different toys.

4. Bang the Drum. Using a pot and spoon, or toy drum, make music and quiet sounds together. Take turns imitating each other. Talk about the different rhythms and sounds by using key words like "quiet" and "loud". Use your voice to imitate the rhythm.

TALKING SOUNDS

To help develop important language skills;
to encourage her to imitate sounds and words.

☐ **You and other family members**
☐ **Pictures of family members, toy animals or real animals**
☐ **Songs and nursery rhymes**

1. Say your child's name as you pick her up, rock her, change her clothing or bathe her. Talk to her and cuddle her so that she hears your voice, looks at you and feels secure in her world.
2. Happy Songs. Sing songs and repeat nursery rhymes over and over to her. These games can be played at bedtime. Use favorite songs and rhymes from your own childhood, faith or culture. Use happy songs. (See Chapter 5 of this book for songs.)
3. Animals Sounds. Show your child a toy animal or picture of an animal. Tell her what it is and make the animal sound. Encourage her to try it. Give her the animal as she makes the sound. Show her another animal and ask her what sound it makes.
4. Tube Talk. (Paper towel tube.) Have a brother or sister talk to your child through a cardboard tube. Encourage your child to talk back through the tube. Ask the brother or sister to imitate the child. Try singing songs or making funny sounds.

ADAPTATION FOR HEARING IMPAIRED: Even if your child does not hear well, continue to talk to her making sure she can see your face. Play music and expose her to environmental sounds. Even if she has very limited hearing or does not hear at all, she can probably feel sound vibrations.

SHAKE, RATTLE AND ROLL

To help explore different sounds and identify "same" and "different" sounds, to develop the concept that objects still exist even if they are out of sight.

- ☐ **Small blanket or a towel**
- ☐ **Small plastic containers such as empty spice bottles, lotion bottles or two plastic cups with their mouths taped together**
- ☐ **Small items found around the house, such as paper clips, coins, rice, macaroni, small blocks or beads.** (Include items that are light and make quiet sounds as well as items that are heavy and make loud sounds.)

SAFETY NOTE: Make sure the containers are securely sealed so that there is no risk of your child swallowing the objects.

1. Fill two to four plastic containers with different items found around the house. Fill containers only half full so the items can move freely. Have your child make sounds by shaking, moving and rolling the containers.

2. Hide the Sounds. After your child has explored the shakers, wrap one in a blanket. Sit next to your child on the floor and move the blanket around so that she can hear the rattle even though she cannot see it. Ask your child to unwrap the rattle or pull the blanket away so she can find the toy and play with it.

3. Match the Sound. Later, play matching sounds. Place three to four very different sound-making shakers on individual paper plates or napkins. (This helps keep them separate.) A duplicate group of shakers, which make the same sounds, are placed nearby. Ask your child to shake one of the original shakers and then identify the matching sound from the second group of shakers.

4. Find the Sound. Line up two to four different shakers on the floor. All should make very different sounds. Ask your child to select one, shake it and put it back. Change the order of the shakers and encourage her to find the "same" shaker. When she does, let her become the leader of the game and rearrange the shakers for you. Play the game again only this time ask her to find the "quiet" shaker and the "loud" shaker.

5. Water Tap. Fill glasses with varying amounts of water. Use an unsharpened pencil or chopstick to tap out various notes and rhythms. If your child has good hand coordination she can tap by herself, or you can hold her hand and guide her. This activity should be done only with direct supervision.

ALL KINDS OF SOUNDS

To help familiarize your child with everyday sounds, including voices. These games will encourage talking, listening and developing the ability to compare loud and quiet sounds. This game is particularly fun for the whole family.

- ☐ **Family members**
- ☐ **Tape recorder with microphone or pre-recorded sound effects** ☐ **Record and record player**
- ☐ **Recorded sounds, including voices of family members and/or friends, airplane taking off, running water, fire engine, clapping, typewriter, vacuum, cleaner, piano, doorbell and telephone ringing, TV, dog barking or other animal sounds, car honking and other familiar sounds.**

1. Go around the house and listen to different household sounds: toilet flushing; dishwasher; telephone or doorbell ringing; water running and the various sounds that different toys make.

2. Family Sound Track. Start simply. Have fun with the tape recorder. Record different family members talking, singing, imitating animals. Play each sound back and enjoy all the different sound effects you can make together.

3. What's That Sound? Prerecord voices of family members and sounds that are familiar to your child. Spread pictures that correspond to the sounds on a table or the floor. After playing each sound, stop the recorder and ask your child to identify the sound and locate its corresponding picture. Before starting the game, make certain you discuss each picture. Give everyone in the family a turn. As they guess the correct sound, let them keep the picture.

4. Loud and Quiet. Ask family members to listen to the tape and identify loud and quiet sounds. Play the tape again and have everyone cover their ears for loud sounds and place fingers over their lips for quiet sounds.

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CHAPTER 2

WALK 'N' ROLL, CRAWL 'N' STROLL: Exploring the World of Movement

"Simon says. Simon says, stop! Simon says, go!" It's a simple game. But for many children with disabilities making the body move the way they want it to can be as cumbersome as. . . climbing a mountain.

Developing body awareness, motor coordination and general motor abilities is an art, an art of rhythm and movement. Some disabled children can move easily, while others have difficulty because of motor and physical problems. With each movement the young child strengthens muscles, develops balance, learns to relate to his physical environment and gains a greater sense of how his body moves. Every child needs to make these important motor skills discoveries which are the foundations for future physical, social and academic development. No matter what the child's disability, he needs to participate at some level in physical activities.

The motor skills that the non-disabled child develops in spontaneous play can be experienced by the child with a motor impairment through adapted and guided play. Begin by observing the child. Watch him as he moves through his world. Learn his strengths and weaknesses. Let his body teach you the games it needs to grow and become strong. If the games are too simple, make them harder. If they are too difficult, simplify! Give the child an opportunity to explore his physical abilities. Remember, the most important aspect of each game is that it should be FUN!

Sound simple? It can be, but rarely is. For example, sit in a chair and kick a ball that's placed in front of you. If you have highly developed motor skills and reflexes, this task appears very easy. Now, do it again, but this time identify all of the isolated movements and coordination commands your brain sends to your body to tell it to kick the ball: "Bend the knee. Bring the leg back. Swing the leg forward. Not too hard! Keep focusing on the ball to make contact. Touch it!" It takes more work than you thought.

The disabled child understands this, for he often struggles to get the body and brain

to work together. Because his brain may need more time to interpret what his body should do, his response may be delayed or slower than another child's. Give him the time and support he needs to understand and organize the information. If your child has a physical disability assist him through the activities when possible. Modify activities to focus on the able parts of his body. When your child has difficulty with a particular activity, try the activity yourself. See what is involved. Isolate the parts of the activity where he needs assistance.

Through the WALK 'N' ROLL, CRAWL 'N' STROLL GAMES, parents, brothers, sisters and grandparents can help your child strengthen muscles, develop balance, relate to the physical environment and gain a greater awareness and sense of how his body moves. Most importantly, these activities are designed to promote family FUN!

And, here to show you how. . . are Johnny Green and his family. . .

Walk 'n' Roll With The Green Family

Hear the noises of my feet
as I move them down the street.
Move to the left. Jump up and down.
Move to the right. Roll round 'n' round.
Play Walk 'n' Roll with Johnny Green.
What a happy family scene!

Like any five-year old, Johnny Green likes to play, but he is hesitant about trying games or activities that involve large muscle movement. Johnny has a mild hearing loss and tual-motor difficulties. He is is unsure of his body and simple movements can throw him off balance. Therefore, movement can be very frighting for him. As well as his fear of getting hurt, he often becomes frustrated and embarrassed when he cannot do an activity easily.

You can often find Johnny sitting quietly in a corner or staring out the window. He enjoys sitting on his daddy's lap and having stories read to him, or listening to music with his eight-year old sister, Kathy, who is very good at making him laugh. It's a real challenge, though, for the Green family to find active movement games that make Johnny put aside his fears. But they do.

"Come on everybody. Let's play follow-the-leader!" Mr. Green tells the family. Johnny stays in his chair by the window as the family begins the games. Soon the giggling and fun are too much for him to ignore. He quietly joins the game.

(NOTE: If your child is hypertonic (rigid/'stiff) because of a physical or neurological disability avoid sudden movement or vigorous, firm massaging or touching. Consult with a physical or occupational therapist for special motor activities.)

ROCK 'N' ROLL

To help develop important gross motor movement, large muscle coordination and a sense of the body's position in space.

☐ **The whole family** ☐ **Cozy, sturdy blanket.**

1. Have your child lie on his back on a blanket. Place both your hands on the sides of your child's body and gently rock him back and forth.

2. Kiddie Rock. Place the very young child in the center of the blanket. Ask other family members to hold the edges of the blanket and gently lift it with the child lying in the middle. Sway him back and forth while singing "Rock-a-Bye-Baby" or another favorite song. Surround him with happy talk and smiles. (If he appears frightened, gently rock him in your arms instead of in the blanket.)

3. Kiddie Tug. Have your child lie on his back in the center of the blanket. Then gather up two corners of the blanket and pull him slowly across the room. Challenge your child by having him sit up, but be careful not to let him fall.

4. Jelly Roll. To help encourage your child to roll, place him on his tummy with his chin tucked into his chest, take his right arm and stretch it over his head and bend his left leg at the knee. Finally, turn him in the direction of the stretched hand and give him a little push at the hip. Now, try this with the left arm outstretched and the right knee bent, rolling your child to the left. Always encourage your child to initiate motor activities with both sides of his body.

5. Rock 'n' Roll. Get ready to rock 'n' roll! Wrap your child in a towel or blanket and then pull one end of the blanket *very gently* so that he will roll out onto a pad or soft rug.

ADAPTATION FOR PHYSICALLY IMPAIRED: With your child on his back gently hold his feet and alternate movement back and forth like the movements used for riding a bike. Repeat this procedure with his arms. If your child is hypertonic this will assist him with loosening up his body and with separation of movement for the two sides of the body.

COPY ME

To encourage learning through imitation. Imitating others is an important skill and enhances the child's ability to learn many other skills such as eating with utensils, talking, and riding a bike.

- ☐ **The whole family**
- ☐ **Drums and sticks or pots with safe kitchen utensils** (e.g., spoon)

1. Use your baby's or young child's lead for playing a game of copy me. Parents, a brother or sister imitate the different sounds he makes and the various movements he is using to explore his body. Talk to him about what he is doing. Even if he cannot understand words he will enjoy the sound of your voices. Place him on your lap, in front of a mirror, so that both of you can be seen in the mirror. Tap on the mirror to attract his attention. Guide his hand over your face and then his face while naming the various body parts. Play "Peek-A-Boo" or "Where is (*child's name*)?"

2. Cooking Fun. When cooking, take a spoon, bang on a pan and tell your child to "follow me" or "do this". When he does, acknowledge what he is doing. You can tap on a table, clap your hands, stomp your feet or think of noise-making and rhythm games that you and your child can play together. Cook together. When stirring in a pot or bowl, give your child a wooden spoon and a bowl with food in it. Let him watch you "stir". Encourage him to copy your actions.

3. Follow the Leader. Play Follow the Leader using a variety of different actions. Let your child be the leader while the rest of the family imitates what he does.

4. Mirror Image. Stand facing your child and tell him to follow your hands with his hands but that you will try not to touch hands. Start with very simple, slow movements.

ADAPTATION FOR HEARING IMPAIRED: Use sign language for

labeling simple objects and making requests.

ADAPTATION FOR VISUALLY IMPAIRED: Encourage all tactile or touching exploration that your child initiates. If he does not initiate, guide his hands over the different objects you are playing with together.

EVERYBODY DO THIS JUST LIKE ME

To help your child follow simple directions.
To aid in the development of important gross motor skills.

☐ **Family and friends**

☐ **Chant:** EVERYBODY DO THIS, DO THIS, DO THIS.
EVERYBODY DO THIS JUST LIKE ME (ACTION).
EVERYBODY CLAP HANDS, CLAP HANDS, CLAP HANDS.
EVERYBODY CLAP HANDS JUST LIKE ME.

1. Each family member has a turn being leader. Each new leader leads the chant above in a sing-song fashion. Each time the verse is chanted, the leader demonstrates a different action. *All* join in to copy the action, and sing the chant. Actions can include clapping hands, stomping feet, touching different parts of the body, hopping on one foot, turning around or rolling over. Use your imagination!

2. Play "Follow the Leader."

3. "Simon Says" or "(*child's name*) Says."

ADAPTATION FOR PHYSICALLY IMPAIRED: Your child may not be able to imitate your posture. If not, place him in a comfortable, ready-to-play position, which may be lying, sitting or standing with or without support and guide him through the movements.

ADAPTATION FOR VISUALLY IMPAIRED: If your child cannot see, you should describe your actions and perhaps physically guide him through the activity so he can "feel" what he should imitate. Activities producing distinctive sounds will help give him needed feedback.

POPCORN

To develop motor control, body awareness and to stimulate imagination.

☐ **Cassette recorder and blank cassette**
☐ **Popcorn popper** ☐ **Popcorn and oil** ☐ **An old sheet**

Everyone in the family sits around the sheet with the popcorn popper in the center. Your child can help pour the oil and popcorn into the popper and place the lid on the popper. As the popcorn pops, encourage everyone to watch it as it "jumps", "tosses" and "explodes" and to listen carefully to the "crackling" sounds. Tape record the popcorn popping from the very first "pop" until it is finished. Then explain that you are all going to pretend to be popcorn popping. Use the recorded tape to encourage different elements of movement, such as:

- slow and fast movements corresponding to the popcorn sounds,
- quick bursts of energy,
- and change of shape from little to big, low to high.

Repeat the tape several times to explore various ways of bursting in air and landing in a shape. At the end of this activity dig in and enjoy a snack!

NOTE: If you have a hot air popper try leaving the lid off to really see the popcorn pop. Do not attempt this with an oil popper which would splatter and burn someone.

ADAPTATION FOR MOTOR IMPAIRMENT: For the child who has trouble getting both feet off the ground, try a modified jump with one foot leaving the ground at a time. Provide physical assistance when necessary. If the child is in a wheelchair, explore the various ways he can move his hands and arms.

MOUNTAIN CLIMBING, ROLLING

To increase body awareness by rolling and crawling up and down an incline.

- ☐ **Mattress**
- ☐ **Target objects such as plastic bowling pins, plastic milk cartons or empty shoe boxes**

1. Slant a mattress off the side of a bed, forming a ramp. Begin "mountain climbing" by crawling up the slope. Encourage your child to follow closely behind. (You may need to buffer the space below the mattress with a bolster.) Talk to your child about climbing the mountain. When he reaches the top, help him roll back down, huffing and puffing as you go, saying "Down the mountain we go." Repeat several times.

2. Body Bowl. Place target objects at the bottom of the mattress. Make a game by rolling down the ramp and knocking over targets with your body. Your child will soon join in the fun. You can demonstrate how much fun this can be. Allow your child to freely explore various ways he can move up and down the incline.

ROLY-POLY GAMES

To encourage and practice rolling in different ways.
The following suggestions can be used in a game like "Simon Says".

- ☐ **Entire family and friends,** too!
- ☐ **Musical instruments or music from a record can be used for some of these activities.**

1. Everyone lies on the floor and rolls from one side of the room to the other. Roll towards the door, away from the window or under the table. Remember to stop if you become dizzy. Try rolling over a variety of textures: soft warm blanket; hard, cool floor; lumpy pillows and a grassy area outside.

2. Musical Rolls. When the music starts, everyone rolls around the room together. When the music stops, all roly-polies stop, too.

3. Chain Roll. Lie end-to-end in a line, arms over head, holding hands or feet of another family member. Form a chain or divide into teams. Roll over and over as one unit.

NOTE: If your child is unable to roll over by himself, use the techniques described in "Rock 'n' Roll" to assist him. Also, brothers, sisters and peers can be very helpful in motivating your child to play movement games, or any games. Describe to your child's siblings what you are trying to get your child to do and get them involved with playing with your child.

THE CREEPING/CRAWLING TRAIL

To help your child develop the ability to vary motor patterns and encourage motor planning; to understand how objects are related to oneself and others in space.

- ☐ **Yarn, rope,** (40 or 60 feet long) **or masking tape**
- ☐ **Mats, open floor space or grassy area**

Using colored yarn or plain rope, outline a winding trail on the floor or a grassy area. Have your child crawl along the trail on his hands and knees. You might want to demonstrate the game first. Crawl next to your child and demonstrate the various ways to creep and crawl—follow the trail using a "commando style" crawl (lying on the tummy and using arms in an arm-over-arm pulling motion); or follow the trail by knee walking —everyone is in a kneeling position with upper body upright while walking on knees. Arrange the trail so that you can creep beside a reluctant child if necessary. Arrange the trail around, under, over and between objects. Talk to your child about his movement around, under or over objects.

ADAPTATION FOR PHYSICALLY IMPAIRED: Use a scooter board for the child who is unable to crawl and encourage him to use his arms and/or legs to propel himself. A brother or sister can pull him through the trail on a wagon or scooter board if he cannot push himself. (See recipes for using and making scooter boards at the end of this chapter.)

THE CIRCLE GAME

To practice moving in different directions, associating the directional words with the meanings.

- ☐ **Family and friends**
- ☐ **Song:** Melody—"Here We Go Loop De Loo, Here We Go Loop De Lie"

THE CIRCLE GOES ROUND AND ROUND
THE CIRCLE GOES LEFT, GOES LEFT,
THE CIRCLE GOES RIGHT, GOES RIGHT
ALL ON A SATURDAY NIGHT.
THE CIRCLE GOES IN, GOES IN,
THE CIRCLES GOES OUT, GOES OUT, UP, DOWN, ETC.

Join hands, practice walking in a circle. Sing the song while the circle moves in different directions.

FOLLOW THE FOOTSTEPS

To increase motor planning, coordination and provide opportunities for visual tracking and directional orientation.

☐ **Footsteps** (cut out of construction paper)
☐ **Tape** ☐ **Large, empty cardboard box**

1. Create "footsteps" throughout the "woods" by arranging and taping the steps down under the table, through the cardboard box, around the chairs and over furniture. Arrange the footsteps to the creeping, crawling or walking pattern of your child so he can move comfortably. Play "Follow the Leader" through the "woods" with all family members participating as hunters. This is a great time for learning direction words and how to follow directions. Use words like "under", "through" and "around" as your child follows the footsteps.

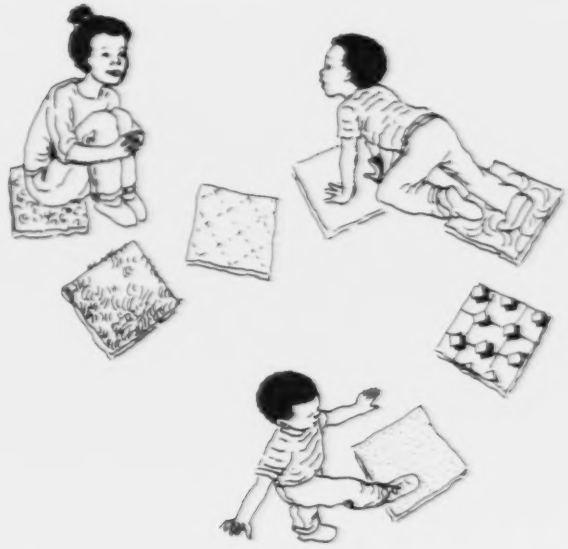
2. Stop 'n' Go. Beat a drum or use a record player to make this activity a "stop and go" game. When the music is on, the hunters move forward stepping on the footsteps. When the music stops, they must place their feet on a pair of footsteps and stand still until the music begins again.

ADAPTATION FOR VISUALLY IMPAIRED: Make the footsteps large and shiny or very brightly colored. If your child has very limited or no vision at all, he will need physical and verbal guidance. Use textured footsteps and let your child go barefoot.

CARPET SQUARE TAG

To practice different motor skills and visual scanning while improving color recognition; to learn relationships in space and the relationship of one object to another.

☐ **Carpet squares of different colors** (Usually carpet stores will give these away free or charge a nominal fee.)
☐ **Construction paper of different colors to match the carpet squares** ☐ **Music, record and record player**



1. Make a carpet square trail for the family to follow. Play "Follow the Leader" and have leader vary actions as he moves from one square to another. Try walking, jumping, hopping, skipping or move from one square to another forward, backward, sideways, standing high or squatting low.

2. Musical Carpet Squares. This game is lots of fun for the whole family. Make sure everyone is a winner by having a carpet square for each person.

3. Rainbow Squares. Place different colored carpet squares around a room or outside. Direct child to walk from one color to another. If he has problems recognizing colors, hold up a piece of colored construction paper identical to the carpet square toward which you are directing him. Take turns with other family members calling out the directions. Place carpet squares "in front of", "next to", "behind" and "under" different pieces of furniture in the room. Take turns directing each other— "Go to the square under the table," or "Go to the square behind the couch."

LET'S PLAY BALL

To encourage development of large muscle control, eye-hand coordination, visual tracking and basic ball skills. The following activities also will assist the child to play cooperatively with others. These games, organized in sequence from simple to more complex, will introduce your child to the give and take that is necessary to keep the game fun!

☐ **Family members** (Encourage the child's brother and/or sister to assist with these games)

☐ **Lightweight ball** (approximately 8 inches in diameter)

See specific activities for additional ingredients.

1. Ball Roll. Three people are needed to play the game. One family member sits behind your child. Another family member sits about three feet in front of the child. The third person tells the child, "Look, I have a ball." When you have the child's attention, tell him you are going to roll the ball to him. The family member behind the child can help direct the child's attention to the ball and help him get his arms and hands ready to catch the ball. The child should receive as much physical guidance as he needs. Roll the ball to the child.

After the child catches the ball, if necessary, his helper can help him roll the ball back. Keep this game going for as long as it holds your child's attention. Remember to give him lots of smiles and encouragement. This can also be done at a table with a child and partner sitting in chairs. Gradually decrease the assistance so that the child can roll and catch the ball independently. You can gradually add a soft bounce to this game and play it with the child standing while you toss the ball from a squatting position. Practice bouncing and catching by showing your child how to drop the ball and catch it after a single bounce. Physically guide your child through the motions of using his arms and hands to catch the ball.

2. Tube Roll. (Small ball and large tube made out of posterboard.) Sit next to your child on the floor. Roll a small ball to

him through a tube. Tell him to put it back in and roll it to you. He will be delighted as he anticipates the ball coming out the end of the tube. This game helps your child to understand object permanence. Make sure to talk to him about what is happening when the all is out of sight.

3. Roll Away. (A slanted board.) Show your child, or have a sister or brother show him, how to put the ball at the top of the board and let it roll down. He will have fun just watching the ball roll down and will learn to enjoy playing with balls. You also can place targets, such as milk cartons and shoe boxes, at the bottom of the ramp.

4. Bowling. Set up a row of empty milk cartons, empty shoe boxes on end or plastic bowling pins. Use two broomsticks for the alley. This will help guide the ball and guarantee more success. (You can also place a piece of flat cardboard on top of the "pins" and add a second row.) Let your child bowl. Count how many objects he knocks over, how many are left. Let him help stack them back up. This game is fun for the whole family.

5. Stop and Go. Pass the ball around a circle to music, with one family member controlling the record player. When the music stops, the person who has the ball stops passing the ball. When the music starts again, continue to pass the ball around.

6. Basketball. (Use either an empty hamper, wastepaper basket or cardboard box, large ball or bean bags.) Place the basket close to the child. Drop the ball into the basket. Let him try. Then move the basket further away so that he has to throw the ball to make a basket. Keep the basket close enough to your child to ensure his success.

7. Ball Bounce. (Use old sheet or lightweight blanket.) Family members stand in a circle around the perimeter of the sheet. Place a few "nerf" balls, beachballs or balloons on the sheet. All together, lift the blanket up and down and have fun watching the ball(s) on the blanket. For a game with just two people, a brother or sister can participate using a towel or small blanket. Players will begin to understand that it takes *both* of them to keep the ball on the towel.

8. Mini-Kick Ball.

A. Place your child in a low chair with a beach ball in front of him. Have your child kick the ball across the room to a family member who rolls it back. If your child has difficulty coordinating this effort, hold his ankle and swing his leg through the motion. Practice doing this until he is able to kick the ball independently while sitting in the chair.

B. Try playing Mini-Kick Ball in a standing position. If your child has trouble balancing, let him hold onto a family member or piece of furniture. Tell him to kick the ball to you. As he learns to balance himself, he will learn to kick the ball by walking into it with a shuffling motion.

C. When your child masters kicking, place targets in front of him to be knocked over by kicking the ball into them.

9. Kick Ball. (Use construction paper or carpet squares approximately 2' x 2' for bases, 1 ball, 2-3 family members.) Depending on your child's skills, decide whether to use 1, 2, or 3 bases. Usually, starting with one base makes it easiest to teach the basic rules of this game. Show him where the base is and then position him at home base with the ball in front of him. Tell him to kick the ball and run to first

base. Have a family member at first base to help him know where to run. After he runs to first, cheer and let him know that he is a great kickball player. Take turns with other family members and friends.

ADAPTATION FOR VISUALLY IMPAIRED: Use a "beep" ball, available through the Telephone Pioneers of America. (See list of resources at end of book for address.)

ADAPTATION FOR PHYSICALLY IMPAIRED: Most of these games can be played with the child in a wheelchair or sitting down. If the child has limited or no use of his arms and or hands, he can use his chin and forehead to hit the ball. This is only for the child with good head and neck control.

JUMPING ON TWO LEGS AND HOPPING ON ONE

To help the child experience the movement and sensation of hopping and jumping; to learn how to maintain balance while practicing specific motor skills. (This activity is for children who can stand and walk independently.)

- ☐ **Broomstick or wrapping paper roll** ☐ **Thick rope**
- ☐ **Phone books or sturdy, large wooden blocks**
- ☐ **Bottom step of a stairway**

1. Show your child that you can stand on a phone book and jump off. Place him on the phone book or block and hold his hand while he practices jumping off. This may be very difficult for the child with perceptual-motor problems. He may perceive the distance from the block or book to the floor very differently from you. Provide all the support he needs to

try this activity. When he appears comfortable jumping off the book or block, try having him jump off the bottom step of a stairway.

2. Animal Jump. A brother or sister can play the "animal jump" with your special child. Pretend to be different animals (rabbit, kangaroo, frog, etc.) and practice jumping like them to music. Bounce a ball and tell your child to bounce up and down like the ball. Hold his hands while you both bounce together. Encourage even his slightest attempt to get both feet off the ground.

3. Broomstick Hop. Hold a broomstick or wrapping paper roll horizontally at chest level in front of your child. Ask him to hold the center of the stick and place your hands on both sides of his. Explain that he will be hopping like a bunny. Use the broomstick to help him balance as he hops up and down on both feet. While holding onto the broomstick, both of you hop, one, two, three times. Have him try hopping on one foot. Maybe a brother or sister would like to try this one.

4. Rope Hop. Try activity #3 using a rope. Hold it taut, about 12 inches wide, so that it gives the child the same feeling as the broomstick. Gradually reduce the tension on the rope, thereby requiring the child to rely more on his own sense of balance.

NOTE: A commercially made "Hoppity-Hop" (a large, sturdy ball with handles) makes for great fun and also helps the child work on balance and large muscle development. To use a Hoppity-Hop requires some of the same skills needed for hopping and jumping. Hoppity-Hops can be found at most children's toy stores or see Commercial Sources of Toys & Equipment For Play and Recreation—Let's Play To Grow *in the back of this book.*

FAMILY BUNNY HOP

To encourage independent hopping and balance skills.

☐ **Red tape** ☐ **Yellow tape**
☐ **Colored construction paper or masking tape**
☐ **Record Player** ☐ **Record with tempos conducive to hopping**

Cut out circles and tape them on the floor forming a circle. Space them so that it takes three child-sized hops to move from circle to circle. Place a patch of red tape, or red construction paper, on each family member's right shoe and yellow on the left shoe. Have each family member stand on a circle facing in the same direction. Play a bunny hop song. When they hear you say "hop-hop-hop", the bunnies hop on one foot to the next square, stopping when the music stops.

Demonstrate this activity for your child before having him attempt it. Explain that you will tell the bunnies on which color foot to hop. ("Yellow foot up" or "Red foot up.")

OBSTACLE COURSE OR CHOO-CHOO EXPRESS

To encourage motor planning, combining gross motor ability with the ability to sequence events.

The following items can be used in any combination:

- ☐ **Large room or outside area**
- ☐ **Scooter board**—to get from one station to another
- ☐ **Toy train or bus**—to move from station to station
- ☐ **Card table**—to crawl under
- ☐ **Large blocks or carpet squares**—to step on or jump over
- ☐ **Large cardboard box**—to crawl through, to push around
- ☐ **Blanket**—to drape over table, roll across or crawl through
- ☐ **Laundry basket**—to step into
- ☐ **Beanbags**—to toss into the basket, to carry on your head
- ☐ **Ladder**—to walk across while ladder is flat on the floor (with alternating feet or hopping with both feet together)
- ☐ **Picnic table benches**—to crawl across
- ☐ **Pillows**—to walk on, to throw or hide under
- ☐ **Low Balance Beam**—to walk across forward, sideways or backward
- ☐ **Tires**—to stand in or roll from one station to the next
- ☐ **Hula-Hoop**—to walk around, through or jump in and out
- ☐ **Large sack or old pillow case filled with foam rubber**—(such as those used for high jump field events)—lots of fun for jumping on.

Set up an obstacle course using any or all of the items on the ingredients list. Have your child go from station to station by walking, crawling, hopping, riding a scooter board or pushing a toy train. Demonstrate activity before your child attempts it. Talk your way through the activity. Give him words to go with the actions. (Your child might need to go through the activity with someone at his side in order to remember what to do.) As your child is going through the activity, talk him through it. To get from one station to the next, direct your child to try different actions. You can refer to some of the other actions mentioned in this guide (e.g., tiptoeing, crawling, hopping on one foot, jumping, walking very slowly, walking very fast, backwards or sideways walking, rolling).

Modify the game as you see fit. You might need to make the obstacle course shorter, or you might want to add other obstacles. Make sure everyone in the family takes turns. Always try to describe what is happening. While your child is waiting for his turn, ask him what his daddy or sister is doing at different points along the obstacle course. During his turn, ask him what he is doing at different stations. Set up the obstacle course in an area where it can be left for a few days and used again.

NOTE: This activity can include all the gross motor skills from creeping to hopping to walking backwards.

HOME-MADE SCOOTER BOARD

Scooter Boards are fun, versatile toys that can be made at home. This recipe is for a long one, (the length depends on the height of your child) on which the child can lie on his stomach. If you don't feel like making a scooter board you can order one from the Let's Play To Grow Supply Catalog *(see resource list at the end of the book) or another commercial source.*

- ☐ **1/2" Plywood**—15" wide x the length of your child
- ☐ **4 ball-shaped casters**
- ☐ **Rubber backed carpet square or heavy fabric** (enough to cover top of plywood)
- ☐ **Foam Rubber, 1" thick** (enough to cover top of plywood)

Measure your child from the armpits to 1" above the knee. Cut the plywood 15" wide by the length of this measurement. Sand the board. Cut a piece of foam rubber and place it on top of the scooter board. Cover foam rubber with fabric or carpet, wrap under plywood and staple (using a staple gun) fabric or carpet to the bottom of the board.

Attach the casters with screws on each of the four corners of the scooter board.

SCOOTER-MOVER

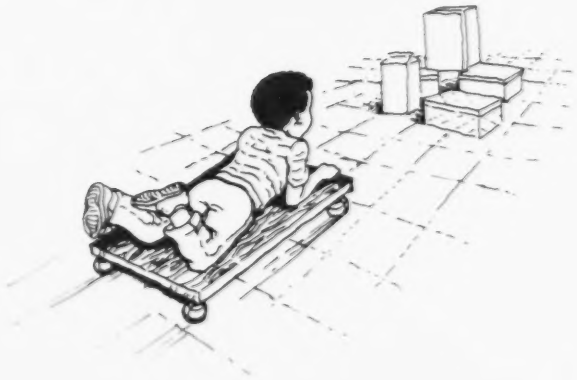
To improve motor planning and balance skills.

☐ **Scooterboard**
☐ **Empty boxes or milk cartons**

1. Position and balance your child on his tummy on the scooter board. Use the scooter board for simple relay races. (See Chapter 6 for relay races). Allow your child to move about freely on the scooter board propelling it by pushing off with hands or feet.

2. Scoot Target. Place empty shoe boxes or milk cartons a few feet from the wall, bowling style. With your child on the scooter board, on his tummy, show him how to push off the wall with his feet towards the targets and knock over the targets with his hands.

SAFETY NOTE: Watch that "little" hands do not get caught under casters.



CHAPTER 3

SPLASH 'N' TWIRL, IN MY WORLD: Exploring the World of Outdoors, Waterplay and Make-Believe

Imagine yourself at age three when everything was exciting and new. Remember sitting on the beach digging sand castles and waterways? No architect was more creative or wise. The heart of play involves the child's world of imagination and make-believe. For this type of play allows the child to be director, producer and actor, viewing the world through her own eyes where everyday toys and objects are transformed into props for make-believe play.

The younger child will only be interested in discovering toys and objects in the most concrete sense. She will need to bang, drop, shake, taste, listen to and examine the toys and objects you surround her with. As she begins to learn what toys are for she will roll the ball, push the car and shake the tamborine. Later she may begin to elaborate by putting the doll to bed or pretending to drink out of toy cup.

Be alert to the first signs of fantasy or pretend play. If your child is physically impaired she may not be able to push the toy car "down the road" or "drink" out of the toy cup. You will need to physically assist her, and with her direction, set the stage for her.

Encourage pretend play by involving yourself. Choose toys that can be used in a variety of ways. Create opportunities to transform common household objects and toys into "props" and to explore the different ways they can be used. Freedom of expression with the proper resources will provide your child with the opportunities to experience independence, creativity and self-confidence.

Many of the acivities in this chapter will give you ideas for encouraging youir child to explore her imagination. Other Recipes in this chapter include play which will help your child develop competence in motor skills and physical fitness, as well as to explore the excitement of the outdoor world. This chapter contains games for waterplay, sand fun and simple outdoor adventures.

The games are adaptable to any situation or disability. Encourage your child to express thoughts and feeling through these SPLASH 'N' TWIRL, IN MY WORLD GAMES. Here to guide you along is the Gold Family . . .

Splash 'n' Twirl With The Gold Family

Dig a Tunnel
In the Sand.
Splash a puddle
With your hand.
Come outside
To run and play.
Sarah Gold will
Lead the Way.

Sarah Gold is a lively five-year-old with Down Syndrome. She was adopted by Mr. and Mrs. Gold, a couple in their late 40's, two years ago. She is happy, robust little girl who likes to play and explore with her parents. Her parents are also as eager to encourage family fun.

BUBBLE FUN

- ☐ **¼ cup liquid dishwashing detergent**
- ☐ **½ cup water** ☐ **Few drops of food coloring**
- ☐ **1 teaspoon sugar**
- ☐ **Small plastic squeeze bottle or squirt gun**
- ☐ **Pipe cleaners or bubble wand**

1. Combine ingredients to make a bubble solution. Shape a pipe cleaner into a circle at one end and loop tightly. Dip pipe cleaner or commercial bubble wand into mixture and blow lots of big bubbles.

2. Pop Goes the Bubble. One child or adult blows the bubbles and the others try to catch the bubbles before they land on the ground. You can vary the game by using different body parts to "pop" the bubbles. For example, step on the bubble, clap the bubble, kick the bubble or try using the squirt bottle or squirt gun to pop the bubble.

SAFETY NOTE: When using this or any other bubble liquid, be sure your child is not allergic to the ingredients. Closely supervise children who might try to drink the bubble mixture. Keep the bubble mixture away from eyes.

WATER-PLAY

- ☐ **Child's outdoor pool or infant vinyl bathtub**
- ☐ **Plastic containers of several different sizes and shapes**
- ☐ **Squeeze bottles, funnel, strainer, windmill, squirt guns, straws, sponges**
- ☐ **Target - aluminum cookie sheet**
- ☐ **Plastic or homemade boats** ☐ **Ice cubes**

1. *It's hot out.* Put on your bathing suits and let the family enjoy the wonders of the water. Create and play games using a shallow plastic pool filled with water and a variety of unbreakable kitchen containers and utensils. Demonstrate pouring from container to container. Try using a funnel, a cooking baster, strainer or measuring spoons. For the very young child, place her in your lap and help her to enjoy moving, splashing and feeling comfortable in the water.

2. Icebergs. On a hot day it's fun to add a tray or two of ice cubes to the water. It gives the child an opportunity to see ice float and to feel temperature extremes.

3. Target Squirt. Give each child empty squeeze and squirt containers or a water gun. Show your child how to fill and squirt. It's fun to squirt at a cloth target that will look wet when you hit it or at a target that makes noises, such as an aluminum cookie sheet or a plastic surface. (This is essential for the visually impaired child).

4. Boat Float. How about a boat race? Have each child use a plastic boat or make your own: use a piece of paper as the sail, a square of styrofoam as the base and a toothpick as the mast. Have a sailboat race by using a straw to blow the boats across the water.

5. Bath Tub Fun. All these games can be played in the bathtub year round.

ADAPTATION FOR CHILDREN IN WHEELCHAIRS OR OTHER SPECIAL SEATING: Place a tub of water on table and seat child at the table.

BACKYARD WATER SLIDE

☐ **Old plastic or vinyl shower curtain**
☐ **Plastic jugs filled with water** ☐ **Water hose**
☐ **Liquid detergent** (optional)

Take an old shower curtain and spread it out in the yard. Use plastic jugs filled with water to hold down the corners. Spray the curtain with water so it is completely wet and, if desired, spread a few drops of liquid detergent on the plastic to add to the slipperiness—then the fun begins. Simply sit and slide around on the curtain.

SAFETY NOTE: Supervise children closely—wet plastic is very slippery! Remember to check for rocks or sharp objects before putting down your curtain.

ADAPTATION FOR PHYSICALLY IMPAIRED: If your child can't sit or stand well enough to do this activity, try a position that she can manage. Lay your child on her tummy with arms outstretched and pull her along the slippery slide. This is a wonderful movement and sensory experience.

BATH N' SPLASH

☐ **Bathtub, small children's pool or full sized swimming pool**
☐ **Bubble bath** (Make sure your child is not allergic to ingredients.)
☐ **Toys that sink and float** ☐ **Ping pong balls, balloons**

1. Introduce your child to water during bath time. Begin the bath with a bit of splashing, allowing your child to become comfortable with being surrounded by water. Many children find putting their faces in the water a frightening experience. It is important you do not force your child to put her face in the water. This will only make it uncomfortable for her. Begin by just having her

place her forehead in the water. Demonstrate, or have a brother or sister demonstrate. Make this a game by asking your child how much of her face can touch the water. Show her how to draw circles in the water with her nose, chin or forehead. Help her explore the different ways she can move her arms and legs in the bathtub. Hide a toy or various body parts under bubbles during a bubble bath.

2. Blowing Bubbles. Once your child is comfortable getting her face wet she will need to learn how to blow bubbles. Many children have difficulty understanding the difference between breathing in, breathing out and holding their breath. Make this a game by demonstrating blowing bubbles under water for your child. Saying sounds, talking or singing will help her automatically blow out when she is under water.

Other activities can include:

- making a hole in the water by blowing into it from above the surface;
- blowing across the surface of the water to make a wave;
- blowing ping pong balls or balloons to each other;
- saying your name or another word under water;
- placing a mirror at the bottom of a bowl of tepid water to encourage blowing bubbles and opening the eyes under water;
- pretending there is a birthday cake with candles under the water—blow out the candles;
- at the swimming pool, having the whole family hold hands, form a circle, and go under the water together, screaming or making silly sounds under the water.

3. Pool Fun. Move out of the tub and into the pool by beginning in the children's pool or very shallow end of a regular pool. You may want to use water wings. Start in the pool in the same manner in which you made bath time a game. Encourage her to splash with her hands and arms. Play the same "getting the face wet" games you did in the bathtub. Ask your child to try moving her body various ways in the water: spread arms out and up high, stand on one leg (with your assistance if necessary); jump like a kangaroo; and practice blowing bubbles using suggestions from Recipe #2.

4. Pool Games. Many of the singing and circle games found in Chapter 5 make for great fun when played in the water. Once your child can hold her breath and blow bubbles under the water, try playing "Ring-a-Round the Rosey" or "Humpty-Dumpty" with the entire family. Bring along various toys that sink and float to the pool. Help your child retrieve a toy that has sunk to the bottom of the pool (this encourages her to keep her eyes open under the water and to hold her breath). To retrieve a floating toy have your child lie on her tummy with her body extended outward. If necessary, support your child by placing your hands under her trunk or chest. Now pull her toward the floating object and encourage her to grab it with her hand. While in the same position ask her to kick and make "big splashes" as you both move toward the floating toy. Offer any physical assistance that she may need. This is an important pre-swimming activity.

SAFETY NOTE: Never swim at a pool without a competent life guard and never leave your child alone for even one second!

SANDPLAY

☐ **Large empty cardboard box or an old tire**

☐ **Sand** (white construction sand is preferable because it does not stain clothing.)

☐ **Cans of all sizes, milk cartons, spoons, paper cups, buckets, molds, shovels, watering cans, funnels, ice cube trays and any other types of plastic containers.**

☐ **Water, plastic animals and people, sturdy cars and trucks**

1. If you do not already have a sandbox here's how to make a quick and easy one. Take any large cardboard box, not too deep, or an old tire and fill it with sand. Children can kneel beside their sandbox or tire, sit in it or stand in it. Have several of the household items mentioned above available for creative play. Children will enjoy filling up containers and pouring out sand. Encourage them to create roadways and houses, bake "cookies" or to make "meatballs". Bury toys or even a hand under the sand. Play hide and find games with toys. There are endless opportunities for fun in the sand.

2. Sand Sculptures. Pack wet sand into various sizes and shapes of plastic containers. Create sand castle houses and cities.

3. Sand Designs. Place some sand across a large surface, add water and draw designs with fingers and sticks. Make sure the surface is smooth before designing.

CAR WASH

☐ **Child's tricycle or any type of toy car**
☐ **Bucket, sponge, water, liquid dishwashing detergent**
☐ **Towels** ☐ **Water resistent dolls**

1. When washing the family car, fill a plastic bucket with water, add some suds and make it a family project. Help your child wash her bike or wagon as you wash the car. Let her help with the car. Remember, cleaning up together is also part of the game.

2. Wash 'n' Dry. Fill a bucket or plastic bathtub with water and get ready to wash the baby doll. This can be a great deal of fun and can become a cooperative effort between siblings. Make sure to wash the different body parts (arms, legs, hands, feet, etc.) and to talk about what your child is doing. Take turns by having one child wash the baby and one child dry. (This is also a good game for the bathtub.)

HOUSE AND SIDEWALK PAINTING

☐ **Bucket filled with water** ☐ **Large and small paint brushes**
☐ **Painter's cap** (optional) ☐ **Paint rollers and tray**
☐ **Chalk** ☐ **Several containers of food coloring**
☐ **Plastic containers or paper cups**

1. You and your other family members can pretend to be housepainters—just put on a cap and a pair of old overalls, grab a paint brush and a bucket filled with water. Paint the outside of the house, a tree or a fence. It's always more fun to "paint" when you can see what you have painted. Surfaces that darken when wet are the most fun.

2. Sidewalk Designs. Draw designs, write names or outline bodyparts (hands, feet or the whole body) with colored chalk on a concrete sidewalk or driveway. Have your child step in a bucket of water and then walk on the sidewalk, making footprints. Have everyone in the family join in on this one and then compare sizes of small, medium and big feet.

3. Balloon Pop. Draw pictures of balloons on the sidewalk using chalk. To "pop" the balloons, paint over them with a paint brush and water.

PRECAUTION: Have your child wear long pants and provide a rubber door mat or carpet square for her to sit on so that she will not scrape or bruise herself on the cement.

RUMBLE-TUMBLE

- ☐ **Outdoors**
- ☐ **Target objects such as empty milk cartons, shoe boxes**
- ☐ **Leaves and a rake**

1. Children love to roll down hills. Most adults do too. Here's your chance to relive your childhood.

2. Target Roll. Place target objects on the hill or assembled at the bottom, bowling style. Try to knock them down using your body as you roll down the hill.

3. Leaf Crunch. Rake some leaves together and have fun sitting, moving, rolling or jumping into the pile of leaves and "crunching them all up".

ADAPTATION FOR PHYSICALLY IMPAIRED: Your child can roll a ball down the hill in order to knock over the target objects for Recipe #2.

UP, UP AND AWAY

☐ **Lots of balloons and string** ☐ **White typing paper**
☐ **Kite string** ☐ **Fabric squares** ☐ **Fishing weight**
☐ **Parachute or an old sheet**
☐ **String** ☐ **Scissors** ☐ **Construction Paper**
☐ **Paper Clasp or clip** ☐ **Unsharpened pencil with eraser**

See individual Recipes for additional ingredients

1. Inflate balloons and let them go without tying them. Have your family chase the balloons as they fly around losing air. Suggest that they might want to act out the movement of the balloon as it goes up and comes down.

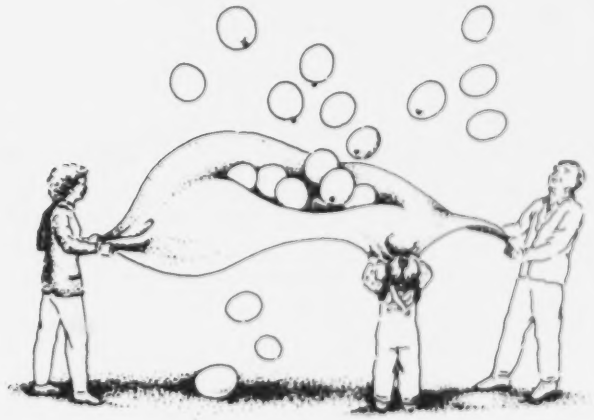
2. Parachute Launch. Space family members and friends evenly around a parachute canopy or circular cut sheet. Place many inflated balloons on the parachute or sheet. Lift and lower the parachute or sheet. See how long you can keep the balloons on the parachute or how fast you can get them off the parachute.

3. Parachutes. Help your child make a parachute. Take a handkerchief sized square of lightweight fabric and tie string to each corner. Tie loose ends of string to a single heavy object or toy (a small fishing weight works well). Show your child how to toss his parachute up in the air so that it will unfold and drift to the ground.

4. Paper Airplanes. Fold paper to simulate an airplane and show your child how to fly her aircraft.

5. Kite Flight. To be successful with kites, you will need a day with a gentle wind and a commercial or homemade kite. (Instructions for making and flying kites can be found in the Let's Play To Grow supplemental Guide #13—*Fun with Kites*. For information on ordering Fun with Kites see the Resource section at the end of the book.)

ADAPTATION FOR THE PHYSICALLY IMPAIRED: All the above activities can be enjoyed by your child even if she is



physically unable to handle the parachute, aircraft or balloons. As long as she can be provided with assistance so she can participate at some level she'll enjoy the activity. Be sure to talk about what is happening.

OUTDOOR ART

☐ **Large construction paper or butcher paper**
☐ **Paint brush** ☐ **Fingerpaint or liquid tempera paint**
☐ **Outside area**

1. Foot Paint Mural. Place large butcher block paper on the ground. Paint the bottom of your child's feet. If your child cannot tolerate the feeling of the brush then spread the paint on a paper plate or in a pie pan and let her place her feet in the paint. Then let her marvel in delight as she walks across the paper. Wash off her feet and apply a different color, or better yet make it a family footprint mural, with each member of the family walking across the paper with a different color paint on the bottom of his or her feet.
2. Outdoor Painting Fun. Any kind of painting is more fun outdoors, and the clean up is easier—just use the hose. Try fingerpainting, brush painting, body painting or almost any of the activities from Chapter 4.

BOX CREATIONS

☐ **Large empty cardboard boxes** (type used for large appliances)
☐ **Old sheet, blanket or towel**
☐ **Crayons, markers, paint, paint brushes, yarn, liquid glue, styrofoam packing beads, paper bags, empty milk cartons and any other decorative type material**
☐ **Flashlight** ☐ **"Store" props: pretend food, toy cash register, toy dishes and cups**
☐ **Dress-up clothes**

1. Assorted sizes of cardboard boxes make fun-filled towers for building up and knocking down.
2. Play House. Take a large cardboard box and have children decorate it as their secret hideaway. Encourage them to use their imagination. Cut out a door and windows. Pretend it is a house, school, tee-pee or any other type of building or shelter. Paint pictures on the box using markers or paint to decorate. Attach objects to the box such as milk cartons, paper bags or some of the ingredients mentioned above. Decorate windows with dish towels, old sheets or fabric for curtains, or simply transform a card table by throwing an old sheet over it. Give the children a flashlight to use in their hideaway.
3. Dress-Up. An oldtime favorite—fill a box up with old shirts, dresses, hats, shoes, jewelry, scarves and other accessories that are no longer valuable. Hats can be transformed into a crown, nurse's hat or a cowboy hat. If your child has few ideas to start with, you

and a brother or sister can get your child going by joining in the dress-up fun and pretend play.

4. Food Store. Once the "hideaway" has been constructed turn it into a grocery store or your child's favorite fast food restaurant. This will help encourage your child's imagination and open the doors for "pretend" play. With the help and friendly encouragement of a brother or sister, the decorated box becomes a place where buying and eating foods takes place. Cut food out of construction paper or use plastic play food. Use pretend money for purchasing the groceries or ordering "hamburgers, french fries, and a shake".

5. Going on a Trip. Use several boxes, the type you can get from the grocery store, lined up in a row, or use an empty large appliance box with cut-out windows, to create a family or neighborhood bus. Each person's seat can be specially designed, using the suggestions from Recipe #2. Once everyone is sitting down in the bus, sing "The Wheels On the Bus". Pretend to be going on a trip and, depending on where you are going, talk about what the children need to pack. Ask the children to think of other types of vehicles that the box could be, such as an airplane, boat, car, truck, fire engine and train.

DETECTIVE WALK

- ☐ **Paper towel or toilet paper roll tubes**
- ☐ **Snacks—fruit, nuts, cheese, popcorn** (for hungry detectives)
- ☐ **Backyard or neighborhood park**
- ☐ **Bucket or empty shoebox** (optional)

1. Use tubes as a telescope or microscope to explore the different objects of nature or just explore without the tubes. Give each detective a bucket or empty shoebox. Look for leaves, acorns, sticks, rocks, flowers, weeds, ferns and other objects of various sizes, shapes, and colors.

Give your detectives assignments to find:

- the biggest/smallest leaf,
- the bumpiest thing you can,
- the softest thing,
- the smoothest rock,
- the roughest stick,
- and something that is beautiful.

2. Safari Hunt. A group leader collects various outdoor objects mentioned in Recipe #1. The leader holds up one object at a time and gives a signal for each "hunter" to find the same. This is a great opportunity to match an older brother or sister with your disabled child. Make a safari mural once all the objects have been collected.

NOTE: Teach children to think before they take and not to collect things that are for all people to enjoy.

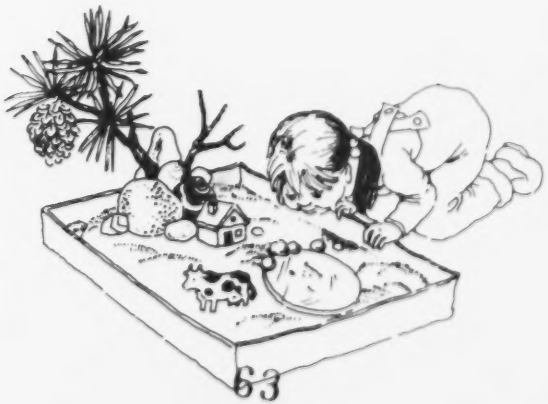
NATURE CREATIONS

See individual Recipes for ingredients.

1. Leaf People. (paper, liquid glue, leaves) Collect leaves and make leaf people or any other interesting designs on paper.

2. Nature Rubbing. (crayons, drawing paper) Place paper on an object or part of an object. Examples include telephone pole, fire hydrant, tree, leaves, sidewalk or grassy area. Rub a crayon over the paper so that the texture becomes visible. Collect several rubbings and take turns guessing the object. For young children tape or hold the paper on the object. Make a collage of different patterns and colors, from the rubbings.

3. Rock Garden. (shoebox top, dirt, rocks, pebbles, twigs, moss, grass and small mirror) Turn the shoebox top upside down and cover the inside with a thin layer of dirt. Use the mirror as a reflecting pool. Place different types of moss at the pool's edge. Stick twigs between the clumps of moss. Add a rock and some pebbles near the water's edge. Place other twigs, moss, grass and rocks as desired. Use miniature animals, toys and buildings from the toy box to add to the scene. For a winter scene use cotton or soap flakes.



TREASURE HUNT

☐ **Large bag of peanuts in the shell or pennies**
☐ **Small containers or cups** ☐ **Color coded prizes**
☐ **Treasure clues** ☐ **Hat or box** ☐ **Picture List**

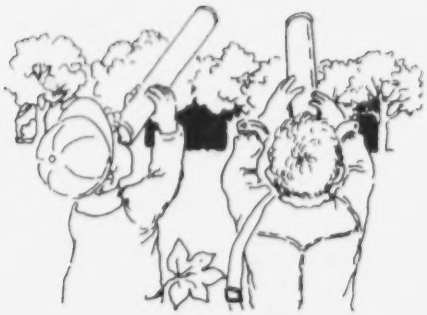
1. Select an open area in your backyard or in a neighborhood park for a peanut hunt. Place peanuts where they can be easily found. Give a small container or cup to each child to collect her peanuts. Allow enough time for all participants to gather as many peanuts as they can. Once all the peanuts are found, eat and enjoy them! For older children try this game with pennies.

SAFETY NOTE: Do not use peanuts if your child is under age three or has swallowing difficulty.

2. Color Hunt. Wrap small prizes in paper of different colors or place in bag tied with colored ribbon. Designate a different color to correspond with the prize for each player or team. Give each child and/or family member a bag marked with color and tell them to find all the prizes that are the same color as their bags.

3. Treasure Hunt. Hide prizes in backyard or park. Prepare picture clues showing the location of various prizes. Examples include pictures of the swing set, a bird feeder, a large oak tree or other items found in your outside area. Players draw their treasure clue out of a hat or box and begin to hunt for their treasure. This game can be played by one or many, individually or in teams.

4. Scavenger Hunt. Give each child or family member a written list or picture list of 5 or 6 items which can be found outdoors, such as a leaf, rock, clover, or stick. Have a race to see who can be first to find all of the items on their list. This is a good game to play in teams.



CHAPTER 4

POUND 'N' PAINT, POUR 'N' CREATE: Exploring the World of Arts and Crafts

The first flower you drew was a Van Gogh masterpiece. Your first portrait, a study in creativity. Art allows a freedom of expression and creativity unlike most other play activities.

Through art, the disabled child can learn and explore in a less structured way than with toys and games. Every part of the body—the arms, hands, and legs—can become a paintbrush, every part of the day a chance to create.

The young artist is less concerned with the final product than with the fun involved in creating something. Because beauty is in the eye of the beholder, arts and crafts are foolproof. No matter what the final product, every artistic creation is unique and beautiful, simply because he did it!

Have fun with these art activities. Create an atmosphere that encourages your child to explore, experiment and feel positive about his efforts. When your child explores an idea in a unique way, go with it, even though it may not have been the process you had in mind.

Explore the world of art together, using a wide range of materials—playdough, fingerpaint, clay, cotton balls. Talk about the different textures, encouraging your child to examine how the materials feel, how they look and how they can be used.

Art can be a social and therapeutic experience. It can help your child develop fine-motor skills, eye and hand coordination and problem-solving skills. The activities in this chapter will give your child and other family members a chance to create a product that is uniquely his or her own.

Remember, select activities which match the ability level and interests of your child. Only offer assistance when he needs it. All of these activities can be done in a group or family setting or with an adult and child, each creating his own unique masterpieces.

Have fun creating, building and expanding your imagination! And here to help you POUND 'N' PAINT, POUR 'N' CREATE is the Violet Family . . .

Pound 'n' Paint, Pour 'n' Create
With The Violet Family

Paint a picture.
Pound some clay.
Cut some paper
Every day.
String a necklace.
Sculpt a zoo.
Watch the Violets,
And follow through.

Nicholas Violet is a rambunctious 7-year-old who loves to run and play. But Nicholas has learning disabilities that make it difficult for him to learn like other children his age. Nicholas also has serious emotional problems which affect most of his interactions with other people. He can speak well and is capable of doing many of the same activities as other children his age. On the other hand, his emotional problems inhibit his ability to participate in group games with other children. Often, he becomes frustrated, anxious and angry.

Nicholas needs to have positive and successful play experiences to help him learn how to play with other children. Art activities give him the opportunity to express himself and successfully participate in a group situation. With art there are no right and wrong answers—no judgments.

Nicholas' sister, Patty and brother, Brian, love to explore different art activities at home with Nicholas. They help him learn that he does not have to be afraid to try and that he can have fun creating his own unique designs.

66

PLAYDOUGH FUN

- ☐ **Rolling pin** ☐ **Garlic press**
- ☐ **Cookie cutters, bottle caps, stones from outdoors**
- ☐ **Toy tea set or kitchen utensils**
- ☐ **Playdough or modeling clay**

How to make playdough:

Non-edible playdough

1 cup flour
½ cup salt
¼ cup water (approximately)
Food coloring
A few drops of mint extract (as a treat to your sense of smell)

Mix flour and salt, slowly add colored/flavored water. Knead well. Objects can be left out to harden. Store unused clay in air-tight container.

Edible playdough

1 cup smooth peanut butter
⅔ cup Rice Krispies
1 cup powdered milk

Mix well, play with it, then eat.

Create a playdough zoo by molding dough into different shapes such as an elephant or a zebra. Talk as you play, encouraging your child to "pinch," "pound," "roll" and "pat" the dough into different shapes. Roll out dough on the table. Use cookie cutters and bottle cap tops to make different shapes. Assist your child if necessary. Squeeze playdough through a garlic press; feel the textures and make a comparison to spaghetti. Have a make believe dinner. Mold into "hamburgers," "peas" and "french fries". Have a "tea party" using your newly created "food" and tea set accessories. Make a birthday cake, pretend to blow out the candles and eat the cake.

ADAPTATION FOR PHYSICALLY IMPAIRED: If your child is physically unable to do any more than hold or touch the dough, you can play for him, using his imagination. Make him an active participant by letting him direct your actions. Ask questions such as, "Should we make a snake or an elephant?" "Do you want big ears or little ears, a tail or no tail?"

PUDDING PAINT

☐ **Fingerpaint paper, or**
☐ **Acrylic cutting board or other smooth washable surface**
☐ **Popsicle sticks**

Prepare pudding as directed. Put approximately ½ cup of pudding on your child's paper or smooth surface. Help your child explore the pudding with his hands and fingers just as he would with fingerpaint. Use a popsicle stick. This will be a fun activity because it not only feels good, but tastes good too!

ADAPTATION FOR VISUALLY IMPAIRED: Use a color of pudding that is in direct contrast to the background.

HOMEMADE FINGERPAINT

☐ **1 cup liquid starch** ☐ **Containers** ☐ **6 cups water**
☐ **Food coloring** ☐ **½ cup soap flakes** (not detergent!)
☐ **Fingerpaint Paper**

Dissolve the soap chips in 2 cups of water until no lumps remain, then mix well with the starch and remaining water. Pour into containers, one for each color, and add food coloring. Powdered paint may be added to the mixture. Place paint on fingerpaint paper. Enjoy making patterns in the fingerpaint with hands, fingers or even feet!

ADAPTATION FOR PHYSICALLY IMPAIRED: For some children it will be easier to "toe" paint instead of fingerpaint. Many children can finger paint on a piece of paper much better if it is taped down to the table surface.

ADAPTATION FOR VISUALLY IMPAIRED: Add sand, salt or coffee grounds to fingerpaint recipe for a change of texture.

NOTE: For younger children use a food for the paint rather than a toxic or soap based paint since most young children are still exploring with their mouths. See Pudding Paint *in this chapter or* Shaving Cream Masterpieces *in Chapter 1.*

SQUEEZY WEEZY

☐ **Clear plastic bags** (ziplock bags are best) ☐ **Tape**
☐ **Fingerpaint or mustard, ketchup and mayonnaise**
☐ **Q-tips, popsicle sticks or spoons**

Put small amounts of ketchup, mustard and mayonnaise or fingerpaint in ziplock bags—enough to completely fill the bag when flat. Tape the bags closed. Show your child how to squeeze and press the paint in different directions to make unique designs. Use Q-tips, popsicle sticks or spoons to create different patterns. Erase any painting by smoothing over the bag with your fingers.

SQUEEZE PAINTING

☐ **Empty plastic glue bottles** ☐ **Tempera paints**
☐ **Container of water** ☐ **Drawing paper or plain paper towels**
☐ **Fine point markers** ☐ **Eye dropper or cooking baster**
☐ **Newspaper**

1. Dampen a piece of paper and lay it on newspaper. Squeeze some globs of paint from a plastic bottle. Let the paint soak and spread for a few seconds, then add other colors. When the paint and paper are dry, add designs or details with a fine point marker.

2. Eye Drop Painting. Provide sturdy containers of slightly thickened tempera and an assortment of different sized droppers or basters. Drop paint onto construction paper to make designs.

POPCORN OR COTTON COLLAGE

☐ **Liquid white glue** ☐ **Colored construction paper**
☐ **Popped popcorn or cotton balls**
☐ **Stencils of animals, food, geometric shapes, etc.**

Outline design on the construction paper using a template or your own creative hand. Dribble glue inside the form. Press either the popcorn or the cotton onto the wet glue. Let it dry.

STYROFOAM COLLAGE

☐ **Styrofoam meat tray** ☐ **Liquid white glue**
☐ **White styrofoam packing pieces**
☐ **Cut up ribbons, tissue paper and yarn**

1. Dribble glue over a styrofoam meat tray and then place various pieces of styrofoam, ribbon and yarn on the wet glue. Let it dry to form a collage.

2. Food Collage. Repeat procedure in #1 using noodles, rice, beans and seeds.

FAMILY OBJECT SCULPTURE

☐ **Styrofoam, boxes, scrap wood, pipe cleaners, popsicle sticks, corks, spools and other odds and ends**
☐ **Liquid white glue**

1. Build a sculpture using the various items by gluing them together. Smaller items like spools, straws, etc. can be glued to larger wood scraps.

2. Box Sculpture. Boxes (empty cereal, jewelry, toothpick, milk carton or any other box) can be glued together for a paper box sculpture.

OBJECT PRINTING

☐ **Absorbant construction paper**
☐ **A variety of colored tempera paints** ☐ **Sponges**
☐ **Paint brush** ☐ **Printing objects—vegetable or fruit cut into parts** (e.g. potatoes, apples, carrots, celery, etc.) **hair curlers, sponges, nails, bolts, plastic table toys, paper cup rim, teeth of a comb.**

Paint liquid tempera on a damp sponge. Press an object onto the painted sponge. Then use the object to stamp the shape onto the paper. Repeat with different objects and colors. This can be a fun family project with everyone working cooperatively to create a mural on a large sheet of paper.

TISSUE BLOSSOMS

☐ **Liquid white glue**
☐ **Large piece of construction paper**
☐ **Small cut up pieces of colored tissue paper** (½"-1" squares)

Draw a springtime design on construction paper (e.g. flower, tree). Pour a small amount of glue onto the design. Crumple tissue paper and press onto the design until the design is completely filled in by the tissue paper.

BODY SHAPES

☐ **Large pieces of brown paper, butcher paper or newspaper**
☐ **Crayons** ☐ **Mirror (optional)** ☐ **Stapler**

Have your child lie on a large piece of paper. A parent, brother or sister traces the outline of his body. After his body is traced on paper discuss and paint or color the different body parts and clothing. Encourage him to take notice of important body parts such as his mouth, nose and ears, as well as clothing. Repeat, staple two outlines together and stuff with crumpled newspaper to make a 3-dimensional body drawing.

BAKER'S CLAY

☐ **4 cups flour** ☐ **1-2 cups salt** ☐ **1½ cups water**
☐ **Cookie cutters** ☐ **Paints, food coloring, brush, felt-tip pens**

Mix dry ingredients, then add water gradually. Knead for five minutes. Cut or mold into shapes. Bake on cookie sheet at 350 degrees for 45-60 minutes. Clay is done when light brown and slightly hard. Clay will harden further when taken from the oven. Can be decorated with paints, a felt tip pen or colored with food coloring. Store unbaked clay in plastic bag, unrefrigerated.

PICTURE WEIGHT

☐ **Bowl** ☐ **¼ cup powdered tempera paint**
☐ **¼ cup liquid white glue** ☐ **Piece of waxed paper**
☐ **¾ inch wide primary paint brush** ☐ **Rock**
☐ **Photo of your child or favorite person**

Mix the tempera and glue together in a bowl. Paint rock with tempera-glue mixture. Press photo on the wet rock and allow time to dry. Great idea for a home-made gift.

SANDCASTING

☐ **Beach or commercial sand** ☐ **Shoe box** ☐ **Coffee can**
☐ **Mixing spoon** ☐ **Aluminum foil**
☐ **Water** ☐ **Plaster of Paris** ☐ **Child's foot or hand** ☐ **Paint**

Press a sheet of aluminum foil into a shoe box, molding it to fit and cover the inside completely. Fill the box a little more than half full with damp sand (the sand should be just wet enough to hold together.) Place your bare hand or foot in the sand and press down hard to form a hand or footprint. Mix plaster of Paris in an old coffee can and slowly add water to the powder while stirring. The plaster should have the consistency of thin cream.

Pour the liquid plaster of Paris into the foot or hand print. (You must work quickly because the plaster hardens very fast.) Do not let it overflow. Let plaster dry for a week.

After a week, take out the hardened footprint. Brush away any loose sand. Have your child place his foot on the print to help refresh his memory from a week ago. To add to the footprint, your child can paint it his favorite color.

Use the coated print as a paper weight or gift for Grandma and Grandpa or another favorite relative.

FAMILY TREE

☐ **Light colored construction paper** ☐ **Fingerpaint**
☐ **Crayon or felt tip pen**

Draw outline of a tree with many branches on the paper. Have each family member place thumb in the fingerpaint and make a thumbprint on a branch. Using a crayon, add eyes, nose, mouth and any desired body parts to the thumbprint. Write each person's name under his/her thumb print and you have a family tree.

STICK FAMILY

☐ **Heavy cardboard**
☐ **Wiggly Eyes** (available in toy or fabric stores)
☐ **Popsicle sticks** ☐ **Sticks gathered from outside**
☐ **Liquid white glue** ☐ **Black magic marker**

Help your child glue sticks on a board, using a stick to represent each member of the family. Glue wiggly eyes at the top of the sticks and use a popsicle stick as a label heading at the top of the board. Write "Our Family" on the stick. Write the names of each family member under each stick figure and draw other body parts such as arms and legs.

SCREEN PAINTING

☐ **A piece of screen** ☐ **Tempera paints or food coloring**
☐ **An old tooth brush** ☐ **Drawing paper** ☐ **Newspaper**

1. Cover work area with newspaper. Hold the screen over a piece of paper. Dip the tooth brush in paint and brush it on the screen so that the paint splatters onto the paper. Wash the brush and spatter with a new color.

2. Spatter Matter. Lay a cut-out shape, object or leaf on top of the paper. Spatter paint over the paper, with or without the screen. Remove the object, select a new one and repeat with a different color of paint.

PAINT MAGIC

☐ **White construction paper** ☐ **White crayon or candle**
☐ **Liquid tempera paint**

Draw invisible designs with white crayon or candles on paper. Paint the surface with tempera paint. Watch the pictures appear!

CRAYON RESIST

☐ **Crayons** ☐ **Dark colored tempera paint—diluted**
☐ **White construction paper**

Create a design on white construction paper with colored crayons. Press hard, making deep, rich colors. When your family finishes their drawings, each person should paint all over and around their individual drawing with a thin solution of paint. The dark paint fills in all the areas that the crayons missed. In the areas covered with crayon, the crayon resists the paint. Watch and discuss the changes that occur.

RUB-A-PRINT

☐ **Light colored construction paper** ☐ **Crayons**
☐ **Objects—leaves, coins, keys, combs or other textured objects**

Explore textures with this game. Place construction paper over objects and color on top of the paper with a crayon. The colored rubbing will produce a textured, crayon design of the object under the paper. Discuss the look of the texture.

FAMILY SAND MURAL

☐ **Large piece of construction paper or butcher paper**
☐ **White glue** ☐ **Colored sand**

Create a rainbow mural. Everyone takes a turn at spreading glue onto paper. Working together, each family member drops a variety of colored sand onto the glue. They shake off the extra sand and the result is a beautiful design that was produced by everyone! Colored sand can be made by mixing clean sand with liquid tempera paint. After it's dry sift through screen.

TIE-DYE

☐ **Four small bowls of water**
☐ **Food coloring** ☐ **Coffee filters**

Place different food coloring in bowls of water. The water turns rich shades of green, red, yellow and blue. Crumple a coffee filter and dip a part of it into a color. Squeeze out the excess water and repeat the process, dipping a different part of the filter into each color. Later, flatten the filter and let it dry. Hang the tie-dyed filters in the window and enjoy the sunlight coming the through the rainbow of colors.

INDIA INK DESIGNS

☐ **India ink or diluted tempera paint** ☐ **Eye dropper**
☐ **Straw** ☐ **Light colored construction paper** ☐ **Water colors**

Drop several drops of India ink onto paper using an eye dropper. Blow through the straw to spread the India ink on the paper. The blowing creates interesting line designs. After the ink has dried, paint with water color to make colorful trees.

JEWELS 'N' THINGS

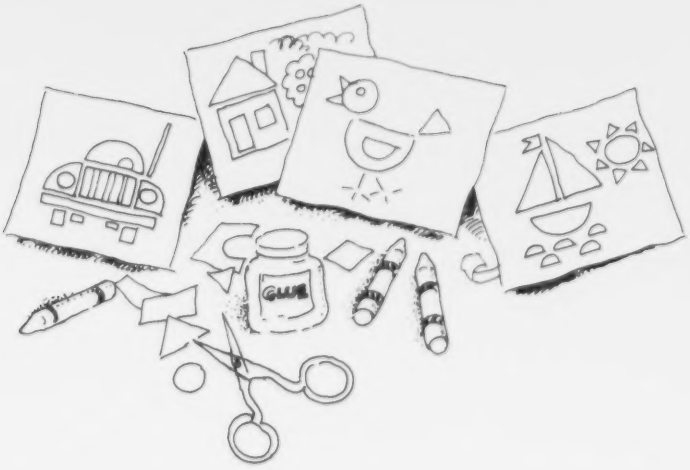
- ☐ **30 inch or longer shoelace**
- ☐ **Variety of large macaroni with large holes**
- ☐ **Fat, colored drinking straws cut into one inch lengths**
- ☐ **Dry cereal with large holes**

Tie pieces of macaroni to one end of shoelace to keep other pieces from falling off. String various items onto shoelace. Tie ends of shoelace together to make a beautiful necklace or bracelet.

BUILDING WITH SHAPES

- ☐ **A variety of colored construction paper**
- ☐ **Scissors** ☐ **Paste** ☐ **Crayons or felt tip pens**

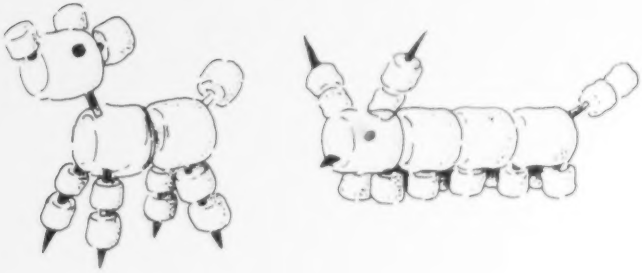
Cut various shapes out of construction paper—circles, half-circles, triangles, squares and rectangles. Use the various shapes to trace simple pictures such as a sailboat, a duck or a house onto a piece of paper Your child can paste and match the right shapes onto the paper and he will have a ready-made picture to hang in his room.



MARSHMALLOW DOG

☐ **Regular and miniature marshmallows or scraps of styrofoam** ☐ **Toothpicks**
☐ **Colored construction paper** ☐ **Gel icing in a tube**
☐ **Tape**

Create a dog by putting two regular size marshmallows together with toothpicks. Form the head from another marshmallow and toothpicks. The head should be attached slightly higher than the rest of the body. Make a leg from two miniature marshmallows on a toothpick. Make four legs and attach them to the body, two to the bottom of each marshmallow. Make the nose, tail and two ears using miniature marshmallows. Attach to the body by using toothpicks. Draw gel icing eyes. Try your hand at a snowman, little boy or girl or a favorite animal.



SNOWMAN ORNAMENT

☐ **1 egg beater** ☐ **Equal amounts of soap flakes and water**
☐ **Black tempera paint** ☐ **Paint brush**
☐ **Yarn or fabric strips** ☐ **Construction paper**
☐ **Outlined form of snowman on cardboard**

Mix equal amounts of water and soap flakes with an egg beater until mixture is very stiff. Everyone can take turns mixing, although young children should be assisted by an adult for safety reasons. Give your child a chance to feel the texture of this mixture. Have each person spoon the mixture onto the outline of the snowman. Spread it evenly and let it dry overnight. The next day, decorate the snowman by painting on eyes, nose and mouth with black tempera paint. Glue on a construction paper top hat and fabric strips for a scarf. This activity can be used for making a variety of designs other than the snowman.

SPRING CHICKS

☐ **Styrofoam egg carton**
☐ **Black and orange construction paper**
☐ **Liquid white glue** ☐ **Cotton balls**

Cut individual cups from the egg container for each family member. Help your child cut two small eyes from the black construction paper and one orange triangle for the beak. Dip the cotton ball into glue and stick it into the cup. Place glue on the beak and eyes and stick them on the cotton ball. Repeat and create a family of spring chicks.

PUPPETS

See individual Recipes for ingredients.

1. Paper Bag Puppet. (Paper bags, paints or crayons, colored paper, yarn, buttons, newspaper, other odds and ends for the face glue and/or a stapler.) Stuff a paper bag with newspaper. Glue or staple closed. Glue on bits of yarn for the hair, buttons or construction paper for the eyes and other facial features. Crayons can also be used to decorate the puppet's face. A second paper bag is stapled to the first, leaving room for the child's hand to slip in and work the puppet.

2. Hand Puppet. (Child's hand, felt tip pens—non-toxic.) Create a puppet by using the felt tip pens to draw a face on one finger or on the palm of the hand. Children love this and can begin make-believe with this on any of the other puppets. (For easy clean up, use water color markers.)

3. Paper Plate Puppet. (2 white paper plates, glue, stapler or tape, crayons, felt tip pens or paint, scissors, construction paper, other odds and ends.) Decorate the back of one plate with a face. Use crayons or paint to draw the eyes, nose and mouth. Cut the other paper plate in half. Glue, tape or staple it to the face plate so that the insides of the plates are facing each other. This will give you a space to place your hand. Use some of the other material to decorate the puppet. You can even make a small hole for the mouth and stick your finger through it.

PUPPET PLAY

☐ **Puppet(s)**
☐ **Puppet Stage**—a cut out opening in an old sheet, towel or large sturdy box.
☐ **A small group of children**

Your child can use a puppet to act out his favorite story; he can be an elephant, kitten, puppy, a mom or dad or just a little boy. Often his puppet is an extension of himself and he will express his own thoughts and ideas through the puppet's conversation.

With encouragement from an adult, a group of children or family members can act out a story or skit. The child can use the puppet to run, dance, sing a song or any number of activities that the child himself engages in during his day.

GEO BOARD

☐ **Piece of wood—8" length of 2 x 4** ☐ **12 nails**
☐ **Box of colored rubber bands** ☐ **Hammer**

Hammer nails in four rows of three. Family members can stretch colored rubber bands across the nails to make various geometric designs.

CHAPTER 5

RAP 'N' RHYME, MUSIC TIME: Exploring the World of Music and Rhythm

Music is a joyous way to help children express themselves and create sounds and rhythms. Combine words and music to create a song. Tell a story in melody and rhyme. Have fun with fingerplay and rhythm games. Dance and movement to music are universal forms of expression. Music is communication that appeals to people of all ages, from infants to grandparents. It spans all physical and social ability levels, making it an activity the whole family can enjoy.

Disabled children are no different. No matter what their learning or physical problems, children with disabilities can enjoy music. A child without hearing will be able to feel the vibrations of a drum and will use her sense of vision and touch to compensate for her hearing loss. A child with a visual impairment can be guided physically or with words through a music, movement or rhythm activity. A child without the use of her lower limbs can swing her arms and clap her hands, use percussion instruments or move (or be pushed in) her wheelchair in time to music. If your child cannot move her arms and hands you can move them for her and swing her to the rhythm.

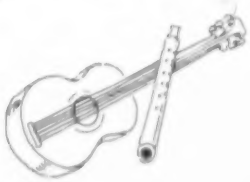
The activities in this chapter will help your child

- develop body awareness and self-concept;
- develop important language skills and concepts;
- develop creativity and spontaneity;
- increase music appreciation;
- improve large and small muscle control;
- develop endurance;
- discriminate sounds, tempos and melodies;
- follow directions; and
- gain a sense of rhythm and an understanding of sequence of actions.

The activities are structured to help stimulate your own ideas and imagination. Do not overlook the importance of approval and an atmosphere of freedom to help your child to be creative. It is not as important for your child to master these games as it is for her to participate and enjoy what she is doing.

Participation levels may vary from one child to the next. While some children may be able to participate verbally but not physically, others may be better able to participate physically than verbally. The important ingredient in participation is fun and enjoyment whether your child needs physical assistance, sign languge or guidance through an entire activity.

We call these activities the RAP 'N' RHYME, MUSIC TIME. Here to show you how to play them is the Red Family . . .



Rap 'n' Rhyme With The Red Family

Rap 'n' Rhyme to the beat.
Clap your hands.
Stomp your feet.
Rap 'n' Rhyme
With Carmen Red,
As music plays
Inside your head.

Carmen Red is bright, talkative, animated and outgoing. She often seems older than an eight-year old. Carmen has spina bifida, a congenital defect that left her paralyzed from the waist down. She uses a wheelchair to move around.

Carmen lives with her parents, two older brothers, Mario and Tony, and her grandparents. The family loves to go on outings together and they lavish lots of attention on Carmen. In fact, if she weren't such an even-tempered child, "Carmen would be spoiled," Mrs. Red says with a smile. Carmen's brother, Mario, insists that "she is".

Carmen stops the discussion with a favorite family request. "Let's sing some songs," she says.

RHYTHM AND FINGER PLAY GAMES

All of these finger play games will enhance your child's language and motor development. Finger play also provides an opportunity to stimulate the social interaction and imagination. If your child lacks the hand function and coordination to do the fingerplay games, let her do the best she can. She'll enjoy the music and have fun watching your hand movements.

☐ **You, your child and other family members**
☐ **A relaxed atmosphere**

Use the following fingerplay games and songs and others that may have been handed down in your family. Use a rhythmic chant for these games, add a favorite melody or use some of the melodies that are suggested. You'll be pleased with the results.

1. Apples
(melody—"Hush Little Baby")
WAY UP HIGH IN THE APPLE TREE
(raise hands above head)
TWO LITTLE APPLES SMILED AT ME.
(hands still raised, make a fist to represent apple)
I SHOOK THE TREE AS HARD AS I COULD.
(shake body and arms)
DOWN FELL THE APPLES.
(lower hands)
M-M-M-M! THEY'RE GOOD!
(take bite out of the "apple")

2. Five Little Monkeys
(chant):
FIVE LITTLE MONKEYS HOPPING ON THE BED.
(make five fingers of one hand jump on palm of other hand)
ONE FELL OFF AND BUMPED HIS HEAD.
(hold up one finger and drop it to the side)
MAMA CALLED THE DOCTOR AND THE DOCTOR SAID.
(hold imaginary receiver to hand)
NO MORE MONKEYS JUMPING ON THE BED.
(shake finger and head)
4 little monkeys, etc. 3 little monkeys, etc., 2 little monkeys, etc., 1 little monkey.
Make it an action chant:
Make a square with masking tape on the floor for a pretend bed. Have 5 family or club members jump on "bed" and "fall" off one at a time as in the chant.

3. This is the Circle That is My Head
(melody: "Hush Little Baby")
THIS IS THE CIRCLE THAT IS MY HEAD.
(raise arms above head to make circle)
THIS IS MY MOUTH WITH WHICH WORDS ARE SAID.
(point to mouth)
THESE ARE MY EYES WHICH I USE TO SEE.
(point to eyes)
THIS IS MY NOSE THAT IS PART OF ME.
(point to nose)
THIS IS THE HAIR THAT GROWS ON MY HEAD.
(point to hair)
THIS IS MY HAT ALL PRETTY AND RED.
(gesture with hands on head to suggest pointed hat)
THIS IS THE FEATHER SO BRIGHT AND GAY.
(use finger as feather)
NOW I'M READY FOR SCHOOL/BED/PLAY TODAY.
(get up and walk a few steps)

You can place a large mirror in front of your child for her to see the body parts used in this song.

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4. Ten Fingers
(This game will increase your child's awareness of her fingers and different ways she can move them.)
(Chant)
I HAVE TEN LITTLE FINGERS.
(hold up hands, open)
AND THEY ALL BELONG TO ME.
(point to self)
I CAN MAKE THEM DO THINGS.
WOULD YOU LIKE TO SEE?
(point to eyes)
I CAN OPEN THEM UP WIDE.
(spread fingers)
SHUT THEM UP TIGHT.
(make tight fist)
PUT THEM TOGETHER.
(fold fingers together, and make them hide behind your back)
I CAN JUMP THEM UP HIGH.
(reach above head)
I CAN JUMP THEM DOWN LOW.
(touch floor)
FOLD THEM QUIETLY,
(fold fingers/hands together)
AND SIT (OR STAND) THEM JUST SO.

5. Johnny Works With One Hammer *(Folk Song)*
(chant)
JOHNNY WORKS WITH ONE HAMMER,
(pound with one fist or knee)
ONE HAMMER, ONE HAMMER.
JOHNNY WORKS WITH ONE HAMMER,
THEN HE WORKS WITH TWO.
JOHNNY WORKS WITH TWO HAMMERS,
(pound with both fists on corresponding knees)
TWO HAMMERS, TWO HAMMERS.
JOHNNY WORKS WITH TWO HAMMERS,
THEN HE WORKS WITH THREE.
Repeat verse with three hammers (stomp one foot along with hands)
Repeat verse with four hammers (stomp both feet with fists)
Repeat verse with five hammers (move head forward and backward in time to the rhythm)

6. Open, Shut Them
(chant)
(use words to tell you how to move your hands)
OPEN, SHUT THEM.
GIVE A LITTLE CLAP.
OPEN, SHUT THEM,
OPEN, SHUT THEM.
PUT THEM IN YOUR LAP.
CREEP THEM, CREEP THEM.
CREEP THEM, CREEP THEM.
RIGHT UP TO YOUR CHIN.
OPEN WIDE YOUR LITTLE MOUTH
BUT, *(pause)* DO NOT LET THEM IN.

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7. Three Little Ducks
(chant)
THREE LITTLE DUCKS THAT I ONCE KNEW,
(hold up three fingers)
A TALL ONE,
(stand up tall, or hold hands up high)
A SHORT ONE,
(squat down low or hold hands down low)
A FAT ONE, TOO!
(hands and arms open wide)
BUT THE ONE LITTLE DUCK WITH A FEATHER ON HER BACK,
(stand up, hold both hands behind your lower back to make a feather))
SHE RULED THE OTHERS WITH A QUACK, QUACK, QUACK,
(point fingers out, hold hands together flat, and open and close to make a quack)
A QUACK, QUACK, QUACK.
DOWN TO THE RIVER THEY WOULD GO,
WIBBLE, WABBLE, WIBBLE, WABBLE, TO AND FOR.
(hands together in front of body weaving in and out of imaginary river)
BUT THE ONE LITTLE DUCK WITH THE FEATHER ON HER BACK,
(repeat action from above)
SHE RULED THE OTHERS WITH A QUACK, QUACK, QUACK,
A QUACK, QUACK, QUACK.
SHE RULED THE OTHERS WITH A QUACK, QUACK, QUACK.

8. Counting The Bunnies
(melody: "Hush Little Baby")
MY BUNNIES MUST GO TO BED,
THE LITTLE MOTHER RABBIT SAID,
BUT I WILL COUNT THEM FIRST TO SEE
IF THEY HAVE ALL COME BACK TO ME.
ONE BUNNY, TWO BUNNIES,
THREE BUNNIES DEAR,
FOUR BUNNIES, FIVE
BUNNIES—YES, ALL ARE HERE!
THEY ARE THE PRETTIEST THINGS ALIVE—
MY BUNNIES ONE, TWO, THREE, FOUR, FIVE.
(touch fingers in turn as you count)

9. The Little Turtle
(chant)
THERE WAS A LITTLE TURTLE.
HE LIVED IN A BOX.
(hands open to show box)
HE SWAM IN A PUDDLE.
(fingers of one hand wiggle in circle made of other)
HE CLIMBED ON THE ROCKS.
HE SNAPPED AT A MOSQUITO.
(fingers spread—then four fingers close over thumb)
HE SNAPPED AT A FLEA.
(repeat as above)
HE SNAPPED AT A MINNOW.
(repeat as above)
AND HE SNAPPED AT ME. *(point to self)*
HE CAUGHT THE MOSQUITO.
(make catching motion)
HE CAUGHT THE FLEA. *(same as above)*
HE CAUGHT THE MINNOW. *(same as above)*
BUT HE DIDN'T CATCH ME.
(shaking head, point to self)

10. Cookie Jar
(chant)
I LOOKED IN THE COOKIE JAR
AND WHAT DID I SEE,
A BIG ROUND COOKIE MOTHER PUT THERE FOR ME.
(form a circle with both hands)
MOTHER LOOKED IN THE COOKIE JAR
BUT SHE DIDN'T SEE
THE BIG ROUND COOKIE SHE PUT THERE FOR ME.
(form circle again)

ACTION SONGS AND CHANTS

These games are excellent for developing coordination, sense of rhythm and body awareness. Many of the following activities call for the child to assume a specific position or stance; but remember, all activities may be done in a position that is safe and comfortable for your child.

1. Body Sounds
*(chant)**
(do actions as called for)
I TAKE MY HEEL AND GO CLICK, CLICK, CLICK.
I SLAP MY KNEES AND GO SMACK, SMACK, SMACK.
I SLIDE MY FEET AND GO SCUFF, SCUFF, SCUFF,
SCUFF, SCUFF, SCUFF MY FEET.
I TAKE MY TONGUE AND GO CLICK, CLICK, CLICK.
I TAKE MY FEET AND GO STOMP, STOMP, STOMP,
STOMP, STOMP, STOMP MY FEET.
**Add your own body sounds to this chant.*

2. If You're Happy
(chant)
IF YOU'RE HAPPY AND YOU KNOW IT, CLAP YOUR HANDS!
(clap, clap)
IF YOU'RE HAPPY AND YOU KNOW IT, CLAP YOUR HANDS!
(clap, clap)

IF YOU'RE HAPPY AND YOU KNOW IT,
AND YOU REALLY WANT TO SHOW IT,
IF YOU'RE HAPPY AND YOU KNOW IT, CLAP YOUR HANDS!
(clap, clap)

Replace the action of clapping with other actions—stomp feet, pat knees, jump up and down, touch your head, etc.
Use this song to identify actions associated with certain feelings. Example:
IF YOU'RE SAD AND YOU KNOW IT, SAY BOO-HOO.
(echo boo-hoo and wipe your eyes).
IF YOU'RE FRIGHTENED AND YOU KNOW IT, SHAKE ALL OVER.
IF YOU'RE HUNGRY AND YOU KNOW IT, EAT SOME FOOD.
(pretend to eat)
IF YOU'RE TIRED AND YOU KNOW IT, GO TO SLEEP.
(pretend to sleep)

3. Where Is
(melody: "Are you Sleeping?" or "Frere Jacques")

This song helps the child recognize and learn her name.

(adult sings) WHERE IS *(name)*, WHERE IS *(name)*?
(child responds or adult responds with child until song is learned)
HERE I AM, HERE I AM.
(adult sings)
HOW ARE YOU TODAY? HOW ARE YOU TODAY?
(child responds or adult responds with child until song is learned)
I AM FINE, I AM FINE.

For a family or group game, seat everyone in a circle. One person acts as leader and begins by singing—WHERE IS *(name?)* In response, the person being sung to can: point to himself, raise his hand, stand up, or beat out the response on a musical instrument. Other family or group members can point to or wave to the person who is "it". For the non-verbal child you may sing— "THERE IS *(name)!* and point to him.

4. Give a Cheer
(melody: first two lines of "Twinkle, Twinkle, Little Star")
LOOK AT *(name)* SITTING IN HIS/HER CHAIR
DOESN'T HE/SHE LOOK HANDSOME/PRETTY THERE.
HEY, EVERYBODY, GIVE A CHEER,
FOR *(name)* WHO'S SITTING IN HIS/HER CHAIR!

5. Color Song
(chant)
(name) WORE HER GREEN PANTS, HER GREEN PANTS, HER GREEN PANTS. *(name)* WORE HER GREEN PANTS AT HOME TODAY.
While sitting in a group, ask each family member:
"WHAT COLOR IS YOUR *(clothing item)*?"

After the answer, sing the song. Repeat until everyone has had a turn.

6. Goodbye or Goodnight Song
(melody: "Merrily We Roll Along")
GOODBYE *(name)*, GOODBYE *(name)*,
GOODBYE *(name)*, IT'S TIME TO GO ON HOME.

This song can be used to help an individual child or group with transition/change. Goodbye can be replaced with goodnight and the word "home" with "bed".

7. Hands On
(do actions as called for)
(chant)
HANDS ON SHOULDERS, HANDS ON KNEES,
HANDS BEHIND YOU, IF YOU PLEASE.
TOUCH YOUR SHOULDERS, NOW YOUR NOSE,
NOW YOUR HAIR AND NOW YOUR TOES.
HANDS UP HIGH, AS BEFORE.
NOW CLAP WITH HANDS—ONE, TWO, THREE, FOUR.

8. Sing With Me
(chant or create your own melody)
SING WITH ME, DO-OH, DO-OH.
SING WITH ME, DO-OH, DO-OH.
SING WITH ME DO-OH, DO-OH.
DO-OH, DO-OH, DO.
CLAP WITH ME, DO-OH, DO-OH
CLAP WITH ME, DO-OH, DO-OH.
CLAP WITH ME, DO-OH, DO-OH.
DO-OH, DO-OH, DO.

Between each verse of this song, let a participant choose an action.

CREATIVE MOVEMENT

To help your child respond to and appreciate music and explore body direction in space to a rhythmic beat.

FREE FLOW

☐ **Piano or recorded music** ☐ **Record player or tape recorder**
☐ **Drum or other rhythm instrument**
☐ **Music: "Movin" by Hap Palmer (optional)**
For ordering information see the resource list at the end of the book.
☐ **Props—Hula hoops, scarves, strips of crepe paper**

Have your child, family and friends start out by standing in a circle with plenty of space between them. Play the music and tell everyone to listen carefully. Explain that the group should get ready to move according to the directions you give as you lead the way. When giving directions, depending on the ability level of your child, keep in mind the different parts of the body and the various ways to move those parts according to the tempo and mood of the music.

Some examples are:
Body parts
Move arms above the head, below the knees, shake them out, bend knees, bend arms, and bend at the waist.

Vary Movements
Walk, run, hop, jump,
skip, gallop, slide,
. . . all without touching anyone else.

Change Position in Space
high, middle, low

Change Directions in Space
forward, sideways, backward

Change Tempo
slowly, quickly

CHANGE MOOD
Use stiff, jerky, or swaying movements.

Pretend To Be
A famous dancer.
A famous athlete.
A tree in the wind.
A summer storm.
A robot.
A feather.
An animal
(turtle, elephant, rabbit).
A balloon.

While moving to music, make patterns in the air with colored scarves or long strips of crepe paper. A drum or other rhythm instrument can be used to accompany the movement. Using the above categories to encourage a variety of movements and stimulate imagination, you might say, "How about a sideways jump, a turning jump a low run, a fast walk?"

Divide everyone into groups of 2-3 people. Give each group a hula-hoop to be used while moving to the music. Put the hula-hoop flat on the floor so that the group can walk around it, jump in it, jump out, hold it in their hands as they skip around in a circle, raise it high, lower it and do other movements that require a cooperative effort.

NOTE: For a child who hesitates or is reluctant with this activity, demonstrate the movement and provide encouragement and even physical guidance. These activities may be difficult for many children because the structure of most other organized activities and games does not require the child to improvise, to be spontaneous or to initiate her own movements. A good way to help your child is by repeating the same movements until she is comfortable with them. Once your child understands and becomes involved, she will come up with her own movements. Then it is time for you to imitate her.

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ROUND THE VILLAGE

☐ **Minimum of 4 players**

(chant)
Verse 1—GO 'ROUND AND 'ROUND THE VILLAGE.
(repeat 2 times)
AS WE HAVE DONE BEFORE.
GO IN AND OUT THE WINDOW.
(repeat 2 times)
AS WE HAVE DONE BEFORE.
Verse 3—NOW COME AND FACE YOUR PARTNER.
(repeat 2 times)
AS WE HAVE DONE BEFORE.
Verse 4—NOW FOLLOW ME TO LONDON.
(repeat 2 times)
AS WE HAVE DONE BEFORE
Form a circle with hands joined. "It" stands outside the circle.
Action for Verse 1—*"It" walks, skips or runs around the circle.*
Action for Verse 2—*Children in the circle raise arms to form arches while "it" weaves in and out.*
Verse 3—*"It" chooses a partner and stands facing partner*
Action for Verse 4—*Circle moves to the right or left with "it" and the partner in the center*
Action for repeating Verse 1—*"It" returns to circle and partner becomes "it". Continue chant until everyone had has a turn as "it".* For a shorter game, use only verses 2 & 3; partner immediately becomes "it".

NOTE: "It" can be paired with an adult or an older child.

RHYTHM AND MUSICAL INSTRUMENTS

Rhythm Stick Game

To help your child understand basic directional concepts while integrating simple movement concepts.

☐ **Family and friends**
☐ **Drum sticks or paper towel tubes**

(chant)
STICKS UP IN THE AIR—UP, UP, UP IN THE AIR.
STICKS DOWN ON THE FLOOR—DOWN, DOWN, DOWN ON THE FLOOR.
STICKS BEHIND YOUR BACK—BEHIND, BEHIND, BEHIND YOUR BACK.
STICKS IN FRONT OF YOU—FRONT, FRONT, FRONT OF YOU.
STICKS NEXT TO YOUR SIDE—NEXT, NEXT, NEXT TO YOUR SIDE.
STICKS ACROSS TO THE OTHER SIDE—ACROSS, ACROSS, ACROSS TO YOUR OTHER SIDE.
STICKS GO SIDE TO SIDE—TO SIDE, TO SIDE, TO SIDE, TO SIDE.
(alternate)
STICKS OVER YOUR HEAD—OVER, OVER, OVER YOUR HEAD.
STICKS UNDER YOUR KNEES—UNDER, UNDER, UNDER YOUR KNEES.

One person leads the game. Give each family member a rhythm stick. Begin the chant, encouraging everyone to join you in the action. Allow the chant to dictate where the stick should go and include many repetitions to make sure the basic concepts are clear. Do one part of the chant at a time. Encourage other family members to take turns being the leader. If your child has difficulty understanding "front" and "back" provide physical guidance and use directions such as "touch your tummy"

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and "touch your back". Try "tap your sticks together" or "tap your sister's knee".

Guide your special child's hands to match the chant until she understands the directional concepts and can do it by herself. After this activity becomes familiar and comfortable, give each person two sticks. With the rest of the family, or a small group, this can be great fun and encourage lots of interaction.

BIG DRUM BEATS, LITTLE DRUM LISTENS

This song provides lots of fun while helping your child learn concepts of big and little.

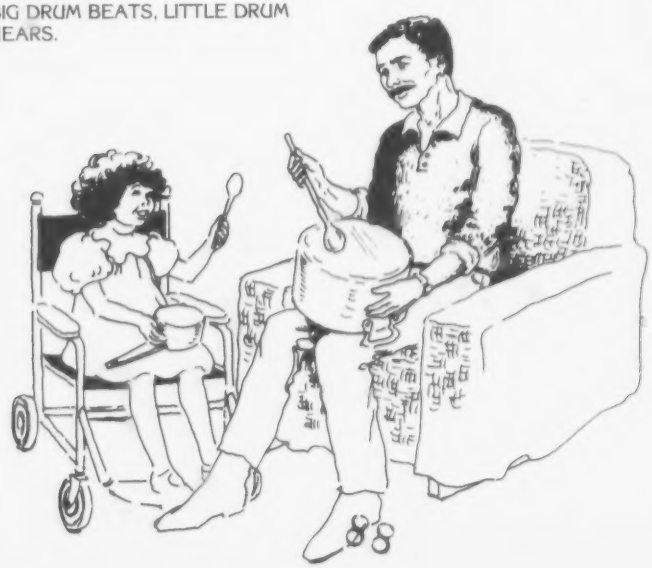
- ☐ **Family and friends**
- ☐ **Two drums, pots, cans or containers of very different sizes** (big and little).

(chant)
BIG DRUM BEATS, LITTLE DRUM LISTENS.
BIG DRUM BEATS, LITTLE DRUM HEARS.
LITTLE DRUM BEATS, BIG DRUM LISTENS.
LITTLE DRUM BEATS, BIG DRUM HEARS.

1. Show both drums to your child and discuss the different sizes. Tell her you're going to beat the big drum. Now give her a turn and ask her to tell you what drum she is beating. Repeat with the little drum.

Sing the first part of the chant and beat the big drum. Give each member of your family a turn while the "little drum listens". Repeat this procedure with the second part of the chant. After everyone has had a turn, let each person select the drum they would like to beat while joining the chant together.

2. Color Drums. Different colored pieces of construction paper can be cut out and taped on the top of both drums. Replace the words "big" and "little" with the two colors and follow procedure in #1. "Blue drum beats. Red drum listens."



3. Name Song. Family members and friends may be identified by singing, "(name of person) beats the big drum, everybody listens. (name) beats the big drum, everybody hears."

4. Guessing Game. Put both drums under a table or behind a screen. Beat one drum and ask: "Which one do you hear?" If your child needs extra help, ask her if she heard the big drum or the little drum. If your child is non-verbal or needs more help, bring both drums out from under the table and let her point to the one she heard or make simple pictures of a big drum and a little drum and she can point to the one she heard. Try using different instruments for this game.

5. Play It Again. Play a simple pattern on the little drum such as two beats fast and one beat slow, and let your child try to imitate it or respond with a variation.

6. Big and Little Sounds. Guide your family as you beat the big drum to make big movements and think of things that are big. Little drum sounds can encourage little movements. Other instruments may also be used for a number of these activities.

HIT IT ONE

To help your child follow directions with a simple motor response.

- ☐ **Drum** (or other rhythm instrument)

(chant)

Verse 1. HIT IT ONE, HIT IT ONE, HIT IT ONE TIME. *(repeat 2 times)* HIT IT AGAIN AND AGAIN AND AGAIN AND AGAIN.

Verse 2. BRUSH IT ONE, BRUSH IT ONE, BRUSH IT ONE TIME. *(repeat 2 times)* BRUSH IT AGAIN AND AGAIN AND AGAIN.

Demonstrate tapping the drum on the word "hit" and brushing the drum on the word "brush". Give each person a turn. Show your child how tapping and brushing feel different by demonstrating on her arm. Sing the first verse of the chant as the drum is passed round the circle of family and friends. The person receiving the drum hits it one time and then passes it to the next person. Repeat until everyone has had a turn.

Repeat procedure with second verse in an almost whisper voice. Tell players that when it is their turn, they need to brush it quietly.

Change the order, alternating between the actions "Hit" and "Brush".

Give each person the opportunity to add another way to hit the drum. Examples include: "hit it LOUD", "hit it QUIETLY", "hit it FAST", "hit it SLOWLY". The same procedure may be followed using other rhythm instruments, such as the tambourine, cymbal, tone block or triangle.

HOME-MADE INSTRUMENTS

DRUM

- ☐ **Empty coffee cans, large vegetable cans or oatmeal and salt boxes**
- ☐ **Contact paper or rubber inner tube**
- ☐ **Paint and construction paper** (optional)

Remove one end of the can or box, covering the open end with contact paper or tire inner tube rubber as tightly as possible. If you use rubber, secure it with a heavy cord or elastic.

RHYTHM STICKS

☐ **½" dowels** (of different thicknesses) **cut approximately 12" long**
☐ **Paint or shellac**

Sand ends of dowels and paint or shellac them.

CYMBALS

☐ **Two pot lids**

Clash them together for a wonderful bang!

RATTLES/SHAKERS

☐ **Empty containers of various sizes** (plastic spice bottles, film containers, band aid boxes, two paper plates taped together, etc.)
☐ **Select one or a combination of the following: uncooked macaroni, rice, beans, pebbles, bells, etc.**

Fill the inside of the container with one or more of the ingredients. Decorate your instrument by painting or covering it with construction paper.

SAND BLOCKS

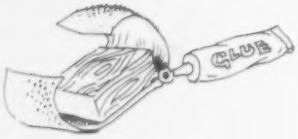
☐ **Two blocks of wood**
☐ **Sandpaper** ☐ **Glue**

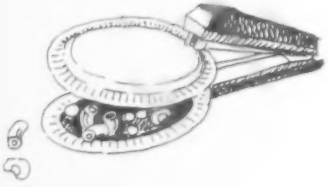
Cover one side of the blocks with sandpaper using a strong glue. Rub the blocks together to the musical tempo.

TAMBOURINE

☐ **Two sturdy paper plates**
☐ **Small bells, shells, buttons, or bottle caps**
☐ **String or yarn**

Tape, staple or sew the paper plates together. Punch holes around the outside and tie bells, shells, etc. with string or yarn. Shake to play.





SUGGESTIONS FOR THE USE OF MUSICAL INSTRUMENTS

- Help your child keep the beat of a favorite song.
- Make two sounds using two different instruments and ask your child if they are the same or different.
- Ask your child to clap with you while you play an instrument—then let her play and you clap.
- Establish a beat pattern—two beats fast, one beat slow—and ask your child to imitate.
- Have your child close her eyes as you hide an instrument under a table. Then play it and ask her to name the instrument.
- Make up a story and use a different instrument to represent each character.

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CHAPTER 6

SHARE THE FUN WITH EVERYONE: Exploring the World of Group Activities

Remember the excitement of playing musical chairs at your fourth birthday party or the pride you felt when you hit that first kickball "homer" at age seven? Sharing group games with family, friends and peers is one of the most important aspects of a child's heritage of play. Group games provide experiences which promote social and emotional development. Through these Let's Play to Grow— SHARE THE FUN WITH EVERYONE GAMES your child will develop his or her abilities in cooperative play, sharing and following rules and directions.

Sometimes children with disabilities are left out of group games because their special needs make it difficult for them to be included. SHARE THE FUN WITH EVERYONE GAMES are designed to be enjoyed by all children of any ability level, as well as their parents, other adults, brothers and sisters and young friends. Remember to keep the physical abilities and limitations of the children in mind when setting the rules for the games. If one child doesn't walk, but only crawls, either set the rules so it is a crawling game or pair the child with an older child. An older child can push the child's wheelchair or stroller or carry him piggyback. Younger children can benefit by the experience of the activity and being surrounded by other people even if the child does not understand the group process.

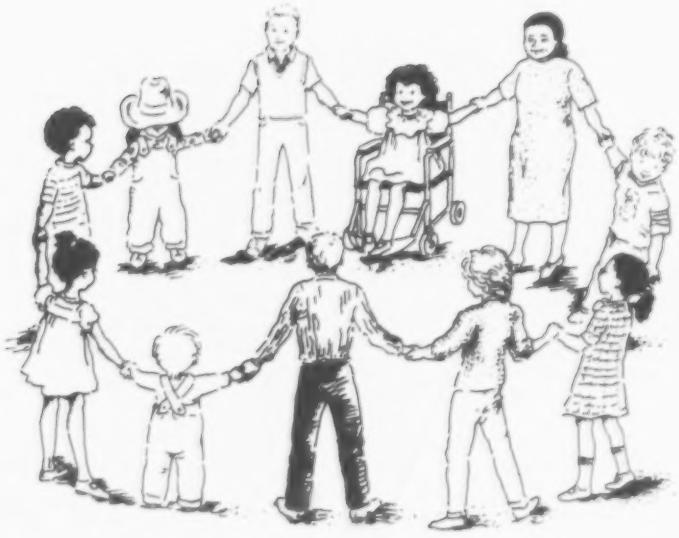
Despite the elements of competition which appear in some of these games, everyone should be a winner in Let's Play To Grow. The emphasis is not on winning, but rather on the physical activity and social interaction. The most important rule is to have FUN!
Now come join us. . . as the "Rainbow Bunch" Let's Play to Grow Club members SHARE THE FUN WITH EVERYONE! . . .

Share the Fun With the Rainbow Bunch
Join my family.
Join my friends.
Playing games
That never end.
There's Golds and Blues and Violets
Playing in this Rainbow Crew.
The Reds and Greens had never met,
But they are having fun here, too!
We get together for family fun.
Come and join us
Everyone!

The Rainbow Bunch Let's Play To Grow Club was formed a year ago when Johnny Green's dad heard about the program from his son's special education teacher. He thought the club would be beneficial for Johnny and the rest of the Green family, so he decided to start a club

himself. He wrote to Eunice Kennedy Shriver for information, told the other parents at Johnny's school, and four families decided to join. Assisted by Ginny, a local recreation therapist, the Green, Blue, Gold, Violet, and Red families meet monthly in the school gym to enjoy a variety of activities like those described in RECIPES FOR FUN. All the families have become fast friends. "These are all special people", says Mr. Green. "It's wonderful to know that we've found a place where we belong."

Today the Rainbow Bunch is going to spend their club meeting playing group games. And then, because it is Leslie's birthday, they will have cake and punch. "C'mon," says Ginny, "It's time to get started!"



THE HAT GAME

☐ **Hat** ☐ **Mirror** (optional) ☐ **Formation**—circle

(chant)
(name) HAS A HAT, NOW WHAT DO YOU THINK OF THAT
She takes off the hat and gives it to (*name of* another player).

Give the hat to your child and tell her to put it on her head. Give her a chance to look in a mirror to see herself. Sing the song. Have her take off the hat and pass it to the next person as she names the person.

SHOE FIND

☐ **Shoes** ☐ **Socks or gloves** ☐ **Formation—circle**

The group sits in a circle and everyone takes off his shoes. Group leader places and mixes-up all shoes in the center of the circle. Each person gets a turn to find his shoes.

Another way to play this game is to have the group leader collect one shoe from each person, give one person at a time another person's shoe and ask him to find the owner. Socks or gloves may also be used.

THE BALL GOES ROUND AND ROUND

☐ **Large ball or other object** ☐ **Formation—circle**

(chant)
NOBODY KNOWS *(name)* HAS THE BALL *(OR)* WHO HAS THE BALL?
"I" HAVE THE BALL
The group sits in a circle, close enough to pass the ball. The leader begins the chant, "THE BALL GOES ROUND AND ROUND".

as the ball is passed around the circle. The ball stops at "*(name)* HAS THE BALL." or use the option of asking who has the ball. Continue game after the person with ball says "I HAVE THE BALL," until every has had at least one turn.

FREEZE

☐ **Tape recorder, radio, or record player with instrumental music, musical instruments**
☐ **Formation—scattered in clearly defined space**

Put an adult or older child in charge of playing lively music. As music is started, players move freely around the room in time to the music. When the music stops, tell the group to "freeze" in their position for two or three seconds. Begin music again. Stress the importance of freedom of movement to explore and create different ways of moving about the room. If needed, demonstrate. For example, the group may walk, crawl, hop, skip, gallop, walk backward or sideways. (See *Free Flow* in Chapter 5 for ideas on different types of movement.)

ADAPTATION FOR PHYSICALLY IMPAIRED: For children who have mobility impairments encourage movements with whatever body part that can be moved.

BEAN BAG TOSS

- ☐ **3 or more bean bags**
- ☐ **3 or more wastebaskets or empty boxes**

Divide players into 3 or more lines of equal size. Place an empty wastebasket or carton about 2 feet from each line. Each player is given at least 3 consecutive turns at throwing the bean bag into the basket. After each player completed his throw he collects the bean bags and gives them to the next player. As skill level improves, move the basket back further away from the players.

Have children practice the motion of tossing the bean bag underhand. After practice swings have them release the bean bag without aiming. Place the basket close in front of any child who is having difficulty with distance throwing.

ADAPTATION FOR PHYSICALLY AND VISUALLY IMPAIRED: Move the basket closer to the child and attach a large, bright, shiny object on it. A parent or older child can move the basket to catch the bean bags.

TUNNEL BALL

☐ **Rubber ball** (any size) ☐ **2 or more players**

☐ **Formation—circle**

1. Players form a circle, sitting on the floor with their legs spread apart. One parent can demonstrate the game as he stands in the center of the circle with the ball. The person in the center is "it." "It" rolls the ball towards another player who stops the ball with hands only and rolls the ball back to "it." If the ball rolls outside of the circle, the parent in the center of the circle retrieves it. Allow different players, both children and parents to be "it".

2. Center Ball. 6 or more players stand and form a circle with their legs spread apart and their feet touching their neighbors. Bending at the waist, the children roll the ball back and forth on the floor. The players attempt to keep the ball in the circle using their hands and feet as guides.

ADAPTATION: This ball game is designed to help small children learn how to handle a ball. Skills of rolling and catching are being practiced. Parents may want to divide the circle into smaller circles to give children more opportunities to practice handling the ball. Use different size balls.

CIRCLE GAMES

☐ **6 or more players**

☐ **Formation**—single circle with one player standing outside of the circle

☐ **Peanut in a shell, pebble, button**

1. Duck-Duck-Goose. Group leader will help players form a circle. Select one player who will be "It" to stand outside the circle. "It" runs around the circle touching one child after another on the head and says "duck," "duck," etc. "It" touches a player of his choice and says "goose." The "goose" chases "it" who runs around the circle back to the "goose's" place to sit. If the "goose" tags "it" before he is seated then he continues to be "it." If "it" sits down without being tagged then the "goose" becomes "it" and the game continues.

2. Monkey and the Peanut. Same procedure as above. One player is designated as the "monkey". He drops a peanut in a player's lap instead of tagging.

3. Raindrop Game. Same procedure as above. One player is designated as the "rainmaker". He carries a raindrop (pebble or button) around the circle and drops it into the hand of one of the other players.

SURPRISE JAR

- ☐ **Pictures with specific actions to imitate**
- ☐ **Jar or box that opens for players to reach into**
- ☐ **Formation—semi-circle**

Place action pictures in the jar. A parent or older child demonstrates by making the first selection and performing the action. Action pictures can include: A lively wiggly worm, an elephant (walk with hands clasped together and bending over at waist, swinging arms as the elephant's trunk), a tree blowing in the wind, a dancer, etc. Other players can guess what the child in the center is acting out. Some children may need assistance performing their action. Try to make tasks fun and appropriate to abilities of the children involved. Encourage all children to be themselves and use their imaginations.

FASHION PARADE

- ☐ **Dress-up clothes, including: hats, lipstick, ribbons, costume jewelry, sunglasses and other accessories**
- ☐ **Camera—self-developing is most fun** (optional)

1. Group leader divides everyone into groups of four and provides each group with dress-up clothes and accessories. Each group selects one person whom they will decorate and dress-up according to a theme of their choice. Possible themes could be a circus master, a king or queen, a Christmas tree, an Indian raindancer, a famous movie, T.V. star or cartoon character. Each group gets a turn to "parade" their decorated person as a commentator from each group explains the "creation". Capture the model on an instant photo.

2. Screen Test. Each "actor or actress" dresses up according to a "show biz" theme of their choice and acts out a very short skit. The rest of the group tries to guess "who" or "what" the actor/actress is and a designated "camera person" takes a picture of the action.

DRAMATIC PLAY

☐ **Props for a specific situation or role that is familiar to your child** (See suggestions below.)

1. Doctor or Nurse: Nurse's cap, medical play kit, tape, gauze, cotton, bandaids, ace bandage, smock (for doctor or nurse's coat) and bed or cot.
2. Ice Cream Store: Empty ice cream containers; ice cream scoop; cap and apron; play cash register and play money; cones—made of construction paper; ice cream—made of colored balls or pompoms to fit on top of cones.
3. Dress-up: Mom or dad's old clothes and accessories.
4. Firefighter: Pieces of old garden hose, raincoats, boots, play firefighter hat and a big empty box to transform into fire truck.
5. Office Worker: Typewriter, telephone, paper and pencil.
6. Farmer: Pieces of styrofoam to be seeds to plant, hose to water plants, plastic foods to grow and pick.
7. Airline Pilot: Old hat for pilot's hat, empty box for an airplane, paper plate for steering wheel.
8. Grocery Clerk: Toy cash register, grocery bags, apron, empty cans and boxes of food to purchase, box or wagon as basket to carry food and play money.

NOTE: Do not limit what your child chooses because of gender roles.

Use one of the suggested themes, or one of your child's own ideas, and provide the necessary props. Encourage your children and their friends to create their own dramatic play themes. Dramatic play can be one of the most effective forms of communication for children. If your child has difficulty with this type of play, help him set the scene by playing with him or her and asking questions to direct his or her imagination. This can be a group or individual activity.

FAMILY PHOTO POSTER GUESSING GAME

- **Large sheet of poster paper**
- **Photos of each family member**, including grandparents (a recent one and an old one)
- **Liquid white glue**

Glue pictures onto poster board at random. Players take turns guessing which two photos are the same person, trying to match up a new photo with an old one.

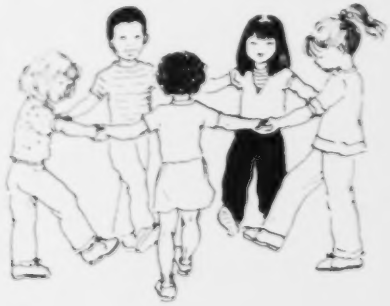
LOOBIE LOO

- **2 or more players**
- **Musical accompaniment** (optional)—drum, bongo or **homemade instrument** **Formation—circle** **Song**

Chorus: HERE WE GO LOOBIE LOO.
HERE WE GO LOOBIE LIGHT.
HERE WE GO LOOBIE LOO.
ALL ON A SATURDAY NIGHT.
Verse: I PUT MY RIGHT HAND IN.
I PULL MY RIGHT HAND OUT.
I GIVE MY HAND A SHAKE, SHAKE, SHAKE.
AND TURN MYSELF ABOUT.
Repeat chorus after each verse
2. I PUT MY LEFT HAND IN, ETC.
3. I PUT BOTH HANDS IN, ETC.
4. I PUT MY RIGHT FOOT IN, ETC.
5. I PUT MY LEFT FOOT IN, ETC.
6. I PUT MY ELBOWS IN, ETC.
7. I PUT MY SHOULDERS IN, ETC.
8. I PUT MY HEAD IN, ETC.
9. I PUT MY WHOLE SELF IN, ETC.

Players form a circle holding hands. Players move around the circle in a walking, skipping or sliding motion singing the chorus. With each verse the players stop, face the center and drop hands. Players complete action as verse indicates. Continue with chorus and verses.

ADAPTATION FOR PHYSICALLY IMPAIRED: If a child has difficulty moving around the circle he can perform the movements standing in place. This includes walking, skipping or sliding motions which would have been performed while circling about. A child in a wheelchair can be pushed or push himself. For children who cannot distinguish right or left, simply say "hands", "feet", etc. Another alternative is to tie a piece of colored yarn to the wrist and use the color to identify right or left.



DID YOU EVER SEE A LASSIE?

2 or more players **Formation—circle**

(chant)
DID YOU EVER SEE A LASSIE, A LASSIE, A LASSIE?
DID YOU EVER SEE A LASSIE GO THIS WAY AND THAT?
GO THIS WAY AND THAT WAY, GO THIS WAY AND THAT WAY.
DID YOU EVER SEE A LASSIE GO THIS WAY AND THAT?

1. Players join hands and form a circle. "Lassie" stands in center of the circle. Players begin to move around the circle while chanting. "Lassie" performs an action of his or her choice. Players in the circle stop when saying the words "this way and that" and begin to imitate the action of the "Lassie" until the end of the song. At the end of the song, the "Lassie" picks a new "Lassie" and the game begins again until all players have had a turn.

3. Imaginagion Circle. Instead of the word "Lassie", have the child in the center choose what he or she wants to be: farmer (pretend to feed chickens), airplane (fly about the circle with arms outstretched), tree (sway body gently back and forth), duck (walk and make sound of duck), or elephant (put hands together pretend they are the elephant's trunk). For children who may have trouble choosing what to be, or an action to perform, the parent can suggest an action or type of person with whom child is familiar.

CHARLIE OVER THE WATER

4 or more players **Formation—circle**

Players join hands and form a circle. One player stands in the center of the circle as "Charlie." As the circle moves to the right or left, "Charlie" sings the following rhyme:

CHARLIE OVER THE WATER,
CHARLIE OVER THE SEA,
CHARLIE CATCH A BLACKBIRD,
BUT CAN'T CATCH ME.

When "Charlie" completes the rhyme, players try to stoop down before "Charlie" tags them. Any player that has not stooped down and is tagged by "Charlie" becomes the new "Charlie". The old "Charlie" joins the circle. Have "Charlie" approach players in a walking fashion as opposed to running. Try using various positions to stump "Charlie". (Some you may want to try are sitting down, raising arms, touching shoulders, etc.) Game ends when all players have had a chance to be "Charlie".

ADAPTATION FOR PHYSICALLY IMPAIRED: For children unable to move in the direction of the circle, have players stay in one spot and lift their feet one at a time. Any player who can't stoop down should try bending at the waist or knees. Children who are not mobile from the waist down can touch their heads.

BALLOON GAMES

Several inflated balloons or medium sized beach balls
One long piece of rope approximately 10 feet in length or a volleyball net

1. Balloon Volleyball. Select two players or children to hold the rope taut or lay the rope on the floor as the volleyball net. Divide the players into two equal teams. Place one team on each side of the net. Players take turns hitting the balloon back and forth. Play begins as one team serves the balloon over the net. Points are scored when the balloon hits the floor and the opposite team serves. At the end of the designated time period the team with the most points wins.

ADAPTATION: Lower the entire volleyball net or lay a rope on the floor. Use a beach ball or other light-weight ball instead of a balloon.

2. Bop-Pop. Tie a piece of string about 2 feet long to a balloons and tie to player's ankles. Players scatter about the room and try to pop each others' balloons by stepping on them. The object of this game is to keep your balloon from being popped.

SAFETY NOTE: Bop-Pop may not be appropriate for those children who may be upset by the noise, especially visually impaired children. Any games using balloons should be closely supervised to insure that children do not mouth or swallow balloons.

FISHING

- ☐ Construction paper and scissors to make different colored and size fish
- ☐ Light-weight magnets, string and rulers to make fishing rod
- ☐ Paper clips to attach to nose of fish ☐ Formation—circle

Players sit in a circle on chairs. Scatter fish in the center. Make fishing rods by attaching magnets to the rulers with a length of string. The magnet will attach itself to the paper clip on the fish. Count the number of fish caught. Tell players to catch the big fish and then the little fish. Tell them to look for a certain color fish and catch it.

ADAPTATION FOR VISUAL-PERCEPTION PROBLEMS: To assist the child who has focusing and visual scanning difficulties place only 1-4 fish in a designated area such as carpet square or piece of cardboard. Depending on the child's physical ability he or she may need assistance and guidance to manipulate the fishing rod.

ADAPTATION FOR VISUALLY IMPAIRED: Use aluminum foil or other bright or shiny paper to make fish.

TAG GAMES

3 or more players

1. Boundary Tag. This is the simplest of all tag games. Any number of children, friends, and family members can play. One player is selected to be "it" while the rest of the group spreads out within a clearly marked area about the size of a basketball court. "It" chases the players until someone is tagged. The person tagged then becomes the new "it" and the game goes on. If a player runs out of the boundary lines, he becomes "it".

2. Chain Tag. This game requires at least 8-10 people to work best. Use an area that has clearly marked boundaries. The player who is "it" chases everyone until he catches one person. The person who is tagged joins hands with "it", becomes the new "it" and tries to tag another player. Each player who is tagged joins the chain. If the chain breaks no one can be tagged until all join hands again. Tagged players always join the end of the chain line away from the original "it".

ADAPTATION FOR PHYSICALLY IMPAIRED: Have an adult, brother or sister push the child's wheelchair or let the child wheel him or herself for activity #1.

RELAYS

2 or more players per team **3 milk cartons**
2 lines, 15 feet apart, using marking tape to designate start and finish lines (Adjust distance between the tape marks depending on children's ages and abilities.)
Inner tube, tire or hula hoop
Chalk, tape, paint, rope **Balloons** **Soap bubbles**

The group leader divides the families into two or more equally numbered teams. Teams are placed parallel to each other with no more than 5-8 people per team.

1. The group will cue the team with the term "ready, set, go!" Each player performs a specific movement to get to the tape mark and back again. These movements may include walking, hopping, skipping, sliding etc. The game ends when all players are in their original position.

2. Up & Down Relay. Use 1 inner tube, tire, or hula hoop and place 3 milk cartons in each for each team. One player runs up and knocks down the cartons while the next player sets them up again. Continue until everyone has had a turn.

3. In & Out Relay. Use 1 inner tube, tire or hula hoop and place 3 milk cartons in each for each team. One player puts cartons outside the tire and the next places them inside the tire. Repeat until everyone has had a turn.

4. Line Relay. Using tape, paint, chalk or rope, make specific patterns (straight or curved) on the floor. Each team can: walk, hop, crawl or skip down the line. To make it interesting, have players walk backward, forward, on tip-

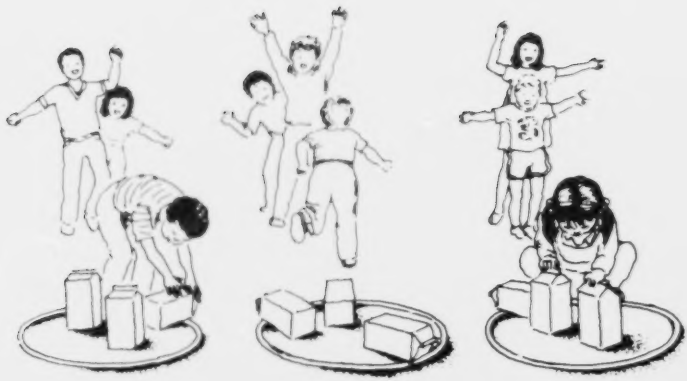
toes, or take giant or little steps.

5. Balloon Relay. On hands and knees, each team member must blow the balloon a designated distance, not too far from the starting line, pick the balloon up and walk back to the starting line. The player will then hand the balloon to the next in line. You may want to pair adults or older children with younger or disabled children.

HINT: Blow the balloon and crawl behind it keeping your face close to the ground and the bottom part of the balloon.

6. Bubble Blow Relay. (1 jar of bubbles and wand per two person team.) This game may be most successful if an older child or adult is paired with younger or disabled child. Form two lines of competition. One partner holds the jar of bubbles and wand while the player blows bubbles while walking swiftly toward the end mark. When players reach tape mark they reverse roles and run back to the starting line.

ADAPTATION FOR PHYSICALLY IMPAIRED: A child in a wheelchair can wheel himself or crawl down the relay line. Also, you can pair the child with another team member who can push the child's wheelchair.



RESOURCES

Organizations Serving Persons with Disabilities and Their Families

Alexander Graham Bell Association for the Deaf, Inc.
3417 Volta Place, N.W.
Washington D.C. 20007
(202)-337-5220 (Voice/TDD)

Promotes the effective use of amplified residual hearing and speechreading skills for children with hearing impairments.

American Brittle Bone Society (ABBS)
1256 Merrill Drive
Marshalton
West Chester, PA 19380
(215)-692-6248

Supports and encourages research and education and provides free information on osteogenesis imperfecta and osteoporosis. Has a 24-hour-a-day counseling and referral service for families and others.

American Council of the Blind (ACB)
1211 Connecticut Avenue, N.W.
#506
Washington, D.C. 20036
1-800-424-8666

Advocates appropriate legislation for blind and other handicapped persons. Has general information on blindness which would be useful to parents. ACB Parents, a network of blind parents and parents with blind children, produces a newsletter and other services.

American Foundation of the Blind (AFB)
15 West 16th Street
New York, NY 10011
(212)-620-2000

Assists persons who are blind and visually impaired acquire improved rehabilitation services and educational and employment opportunities, and aids those persons in daily living activities.

Association for the Care of Children's Health (ACCH)
3615 Wisconsin Avenue, N.W.
Washington, D.C. 20016
(202)-244-1801

Promotes the health and well-being of children in health care settings and the care of chronically ill and disabled children and their families. Offers a quarterly journal and bimonthly newsletter as well as bibliographies.

Association for Children and Adults with Learning Disabilities (ACLD)
1156 Library Road
Pittsburgh, PA 15234
(412)-341-1515

Provides general information about learning disabilities as well as advocacy for educational and rehabilitative legislation.

The Association for Persons with Severe Handicaps (TASH)
7010 Roosevelt Way, N.E.
Seattle, WA 98115
(206)-523-8446

Advocates the need for quality education and services for persons with severe handicaps. Membership includes families, educators, lawyers, medical personnel, therapists, psychologists, and social workers. A parent-to-parent network links parents of children with severe handicaps who are involved in local parent-support and advocacy groups.

Association for Retarded Citizens of the United States (ARC)
National Headquarters
2501 Avenue J
Arlington, TX 76011
(817)-640-0204

Works to prevent mental retardation, find its cures, and assists mentally retarded persons and their families. ARC works on national, state, and local levels to communicate and interpret the needs of the mentally retarded to the public and to government agencies.

Association of Birth Defect Children (ABDC)
3201 East Crystal Lake Avenue
Orlando, FL 32806
(305)-898-5342

Provides information and support to families of children with birth defects of a nongenetic nature, caused by

parents' exposure to drugs, chemicals, radiation, and other environmental agents.

The Candlelighters Foundation
2025 Eye Street, N.W.
Suite 1011
Washington, DC 20006
(202)-659-5136

An international organization of groups of parents who have or have had children with cancer. Distributes bibliographies on childhood cancer, materials for parents, and books covering cancer and dying for children. Sponsors conferences, publishes a quarterly newsletter and a newsletter for teens, and serves as clearinghouse on state and federal programs.

Clearinghouse on the Handicapped
Office of Special Education and Rehabilitative Services
Room 3106 Switzer Building
Washington, DC 20202
(202)-732-1245

A federal resource information office designed to answer questions regarding legislation, publications, or programs affecting people with disabilities. Provides resource guides on important issues related to disbility. Also publishes a Directory of National Information Sources on Handicapped Conditions and Related Services.

Compassionate Friends, Inc.
P.O. Box 1347
Oak Brook, IL 60521
(312)-323-5010

A nationwide support group for bereaved parents. Chapters provide opportunities to share ideas and support about coping with the death of a child. Publications include pamphlets, booklist and a national quarterly newsletter.

Cornelia de Lange Syndrome Foundation (CDLS)
60 Dryer Avenue
Collinsville, CT 06022
(203)-693-0159

Supports parents and children affected by the Cornelia de Lange Syndrome (CdLs), increases public awareness of CdLs, and supports research for CdLs. A directory of parents and interested persons, a pamphlet, and the bimonthly newsletter, Reaching Out, are available.

The Council for Exceptional Children (CEC)
Information Services
1920 Association Drive
(703)-620-3660

Works to advance the education of exceptional children and youth, both disabled and gifted. CEC Information Services is an information broker for teachers, administrators, students, families, and others. Produces numerous publications on special education, awareness of disabled people, child abuse, recreation, parent-professional cooperation, career and vocational education, severely disabled children and public policy. Bibliographies on topics of current interest and nonprint media also available.

Cystic Fibrosis Foundation (CFF)
6000 Executive Boulevard
Suite 309
Rockville, MD 20852

Works for the prevention, control, and effective treatment of cystic fibrosis.

Down's Syndrome Congress (DSC)
Central Office
1640 West Roosevelt Road
Chicago, IL 60608
(312)-226-0416
(800)-446-3835

Members in chapters throughout the country share experiences with other parents and professionals working for the public awareness and civil rights of this population. An annual convention, a 10-issue newsletter, and a quarterly publication keep the membership informed about new medical, legislative, and educational developments.

Epilepsy Foundation of America (EFA)
4351 Garden City Drive,
Suite 406
Landover, MD 20785
(310)-459-3700

Advocates and provides a wide variety of services and programs for the person with epilepsy. Publishes pamphlets, reprints, books, cassettes, slides, films, a directory of clinics, and a monthly newsletter.

Human Growth Foundation (HGF)
4930 West 77th Street
Minneapolis, MN 55435
(612)-831-2780

A membership organization of parents of children with severe physical growth problems and professionals specializing in the field of growth retardation.

International Association of Parents of the Deaf (IAPD)
814 Thayer Avenue
Silver Spring, MD 20910
(310)-585-5400

A clearinghouse for the exchange of information among family members of persons who are deaf. Provides general information about deafness and raising deaf children, including deaf-blind children.

International Institute for Visually Impaired, 0-7, Inc.
1975 Rutgers Circle
East Lansing, MI 48823

A clearinghouse of information for teachers, parents, and others concerned with the early development and education of visually handicapped preschool children and with the education of their families.

Juvenile Diabetes Foundation International
23 E. 26th Street
New York, NY 10010
(212)-889-7575

Supports and funds research on the treatment and cure of diabetes —mainly juvenile diabetes (also called insulin-dependent diabetes), which has its usual onset from infancy to the late thirties. The organization publishes free pamphlets and fact sheets about diabetes and insulin for the layperson.

Know Problems of Hydrocephalus
c/o Mazzetti
Route 1, River Road, Box 210A
Joliet,IL 60436

A support group and organization for people with hydrocephalus and family members.

Let's Play To Grow (LPTG)
Joseph P. Kennedy, Jr. Foundation
1350 New York Avenue, N.W.
Suite 500
Washington, DC 20005
(202)-393-1250

Brings the delights of play and shared experiences into the lives of developmentally disabled persons, their families, and friends. Utilizes an international network of family activity clubs and specially designed play guides. Parents and siblings can use LPTG within the family or through family groups.

Little People of America (LPA)
Box 633
San Bruno, CA 94066
(415)-589-0695

A nationwide organization for dwarfs providing fellowship and interchange of ideas, solutions to the problems unique to the little person. A special membership division provides information exchange and group support to parents of dwarfed children and their siblings. Publications include a newsletter, and printed materials on equipment and aids, clothing, and social and vocational adjustment.

Mental Health Association
1800 North Kent Street
Arlington, VA 22209
(703)-528-6405

Offers referral services to parents of emotionally disturbed children. Some affiliates provide parent support services.

Muscular Dystrophy Association (MDA)
810 Seventh Avenue
New York, NY 10019
(212)-586-0808

Supports research into neuromuscular disorders. Provides medical care and other direct services free to persons who have muscular dystrophy. Local chapters sponsor recreational activities (e.g., summer camps, picnics, and outings) and organize self-help groups for persons with muscular dystrophy and their families.

National Alliance for the Mentally Ill
1901 North Fort Meyer Drive,
Suite 500
Arlington, VA 22209
(703)-524-7600

Distributes literature on emotional and behavior problems. State affiliates provide support services.

National Association for Hearing and Speech Action (NAHSA)
10801 Rockville Pike
Rockville, MD 20852
(301)-897-8682 (Voice/TDD)

A membership organization of individuals with speech, hearing and language disorders, their families; and interested professionals. Primarily

concerned with advocating the rights of the communicatively impaired and with public information activities.

National Association for Sickle-Cell Disease (NASCD)
3460 Wilshire Boulevard
Suite 1012
Los Angeles, CA 90010

Provides an extensive public and professional education program about sickle-cell disease, its variants, and sickle-cell trait. A Home Study Kit for Families includes printed materials, cassettes, games, and other learning devices to help parents and other family members cope with the problems they may have.

National Association for the Deaf-Blind (NADB)
2703 Forest Oak Circle
Norman, OK 73071
(405)-360-2580

Furthers educational, rehabilitation, and employment opportunities for persons who are deaf-blind.

National Association for Visually Handicapped (NAVH)
305 East 24th Street, 17-C
New York, NY 10010
(212)-889-3141

Provides information, referral, and direct services for persons with visual handicaps and their families.

National Down Syndrome Society
141 Fifth Avenue
New York, NY 10018
(212)-460-9330
(800)-221-4602

Promotes research into and public awareness and education regarding Down Syndrome. Provides a toll free hotline, free printed information packets, a video cassette and a directory of all early intervention and parents support groups for Down Syndrome.

National Easter Seal Society
2023 West Ogden Avenue
Chicago, IL 60612
(312)-243-8400
(312)-243-8880 (TDD)

Local chapters provide direct rehabilitation services to persons with disabilities. Publishes a variety of books, pamphlets, and reprints for professionals, families, and persons with disabilities.

National Head Injury Foundation
280 Singletary Lane
Birmingham, MA 01701
(617-879-7473

Assists head-injured persons and their families in seeking out needed resources and services. Facilitates the formation of family support groups in many locations throughout the country.

National Information Center for Handicapped Children and Youth
1555 Wilson Boulevard, Suite 600
Rosslyn, VA 22209
(703)-522-0870

A federally sponsored program which collects and shares information and ideas that are helpful to handicapped children and youth and the people who care for and about them. Answers questions, links people with others who share common concerns, sponsors workshops, publishes newsletters.

National Tuberous Sclerosis Association, Inc. (NTSA)
P.O. Box 159
Laguna Beach, CA 92652

A membership organization of parents and concerned physicians of patients with this genetic disorder. Members offer counseling, referral, and support services to other families of persons with tuberous sclerosis.

The National Society for Children and Adults with Autism (NSAC)
1234 Massachusetts Avenue, N.W.
Suite 1017
Washington, DC 20005-4599

A membership organization of parents, siblings, professionals, and interested people who work for legislation, education, and research for the benefit of all children with severe disorders of communication and behavior. Offers a National Sibling Organization, SHARE. Publishes a bimonthly newsletter and an annual Proceedings of Society National Conferences.

Osteogenesis Imperfecta Foundation
P.O. Box 428
Van Wert, OH 45891
(419)-238-9678

A membership organization of parents of children with this genetic defect. Provides information about medical facilities and services, care and management techniques, and equipment.

The Orton Dyslexia Society (ODS)
724 York Road
Baltimore, MD 21204
(301)-296-0232

An international membership organization for professionals and parents of dyslexic children. Disseminates information related to dyslexia and refers persons with dyslexia and parents of dyslexic children to available resources for diagnosis, remediation, and tutoring.

Parent Network
1301 E. 38th Street
Indianapolis, IN 46205

A national coalition of individuals and organizations serving persons with special needs.

Parents' Campaign for Handicapped Children and Youth
1201 16th Street, N.W.
Washington, DC 20036

Helps parents understand their child's needs, locate appropriate services, obtain their rights, and work with professionals to bring about change. Provides technical assistance to groups planning information and referral services for disabled children and youth, as well as training programs for parents in a variety of areas.

Prader-Willi Syndrome Association
3515 Malibu Drive
Edina, MN 55436
(612)-933-0113

Membership organization of parents and professionals who share knowledge and experience about the Prader-Willi syndrome and how to manage it.

Sibling Information Network
Department of Educational Psychology
Box U-64, The University of Connecticut
Storrs, CT 06268
(203)-486-4034

Serves as a bridge for sharing ideas, programs, research, or needs regarding siblings and families of persons with disabilities. Publishes a quarterly newsletter, Sibling Information Network Newsletter.

Siblings for Significant Change
Room 808
823 United Nations Plaza
New York, NY 10017

Unites siblings of handicapped individuals for advocacy, to disseminate information, to offer conferences and workshops for and about siblings and families of handicapped people, and to promote greater public awareness of the needs of the disabled and their families.

SIBS
123 Golden Lane
London, EC1Y ORT
England

A support and information service for children, offered by the National Society for Mentally Handicapped Children and Adults (MENCAP). Publishes a periodic newsletter for members.

Spina Bifida Association of America (SBAA)
343 South Dearborn Street
Suite 319
Chicago, IL 60604
(312)-663-1562

An outgrowth of the National Easter Seal Society, with a primary emphasis on local support groups.

United Cerebral Palsy Association (UCPA)
66 East 34th Street
New York, NY 10016
(212)-481-6300

Promotes prevention of cerebral palsy and provides community-based services for those affected by cerebral palsy and their families.

Magazines and Newsletters For Parents

The following magazines and newletters address everyday concerns and topics from educational to medical ones.

Crisscross.

Parentele's quarterly newsletter is full of interesting news from the various regions and provides a reader exchange service. Parentele is a national coalition created and run by volunteers. Parents are linked through a national communication system divided into ten regions.

Parentele
1301 E. 38th Street/Indianapolis, IN 46205
(317) 926-4142

Pediatrics For Parents.

A monthly newsletter for parents, focusing on health topics and tips for parents.

Pediatrics For Parents, Inc.
176 Mount Hope Avenue
Bangor, ME 04401

Special Parent, Special Child

Focuses on parenting and highlights various topics and their relationship to parenting a disabled child.

Special Parent, Special Child
Lindell Press, Inc./P.O. Box 462/South Salem, NY 10590

The Exceptional Parent Magazine.

Provides straight-forward, practical information to siblings, parents and others involved with children and young adults with disabilities.

The Exceptional Parent
605 Commonwealth Avenue
Boston, MA 02215/(617) 536-8961

Books on Play

General Books On The Value of Play

Kids And Play,
by Joanne F. Oppenheim; 1984.

Prepared by the Bank Street College of Education, the book is a practical guide explaining what, how, and, most importantly, why play is basic to the child's total development.

Ballantine Books/New York, NY

Let Me Play, by Dorothy M. Jeffree, Roy McConkey and Simon Hewson; 1977.

Written primarily for parents, the emphasis of the book is on encouraging the child's play and the link between play and development. The book also focuses on practical suggestions for setting the play environment for disabled children.

Souvenir Press (Educational & Academic) Ltd., 43 Great Russell Street
London, England WC1B 3PA/Sole
Methuen Publications/Agincourt, Ontario
Canada

The Gift of Play: And Why Young Children Cannot Thrive Without It,
by Maria W. Piers and Genevieve Millet Landau; 1980.

Explores the significance of play for children in every facet of their growth and develpment and how play helps the disabled child. The book includes an excellent section on the effect of television on children's play behavior.

Walker & Company/720 Fifth Avenue
New York, NY 10019

Partners In Play: A Step-by Step Guide To Imaginative Play in Children, by Jerome L. Singer; 1977.

A practical book that explains the basic principles of fantasy play. Explains, in a step-by-step format, explicit games that develop and encourage make-believe play.

Harper and Row Publishers/New York, NY

Books On Play Activities And Games For The Infant, Toddler & Preschool Child

***Baby Learning Through Baby Play,** by Ira J. Gordon; 1970.

This guide to games for babies is a practical and simple way to stimulate children under two. The games bring pleasure, security, and physical and intellectual growth to babies.

St. Martin's Press, Inc.
175 5th Avenue/New York, NY 10010

***Child Learning Through Child Play,** by Ira J. Gordon; 1972.

Learning activities for two and three year olds are presented in a simply written format with many illustrations.

St. Martin's Press, Inc.
175 5th Avenue/New York, NY 10010

***Constructive Play,** by George Forman and Fleet Hill.

Over 100 intriguing games have been developed from Piaget's principles of child development. They are all open-ended activities that allow children to design their own rules and play at their own pace. Activities include Drawing Driver, Blip School, Crazy Brushes, Water Pencil, and Speed Bumps.

Addison-Wesley/Reading, MA 01867

***Everybody Wins,** by Jeff Sobel; 1982.

This collection contains a wealth of non-competitive games for use with children ages 3-10. The 393 games require very little equipment and are easily adaptable to a variety of situations. There are word games, games of imagination, passive games, and active games—all with the common thread of sharing and cooperation.

Walker & Co.
720 5th Avenue/New York, NY 10019

***Learning Games For Infants And Toddlers,** by Ronald Lally and Ira J. Gordon; 1977.

A playtime handbook for parents and caregivers who are low-level readers. Games for ages two months to two years are listed according to age and learning area and require only ordinary household items and the infant's own toys.

New Readers
Division of Laubach Literacy International
Box 131/Syracuse, NY 13210

***Learning Games For The First Three Years,** by Joseph Sparling; 1984.

These 100 games are arranged to reflect typical patterns of child development. They are organized by six month age spans, each prefaced with a useful checklist on which to note the child's own progress.

Berkley Publishing Corporation
Affiliate of G.P. Putnam's Sons
200 Madison Avenue/New York, NY 10016

***Learning Games For The Threes And Fours,** Joseph Sparling & Isabelle Lewis; 1984.

This sequel to the highly successful Learning Games For The First Three Years shows parents and teachers how to give preschoolers an excellent head start in developing key skills for school success. Grouped into six-month age spans, 100 imaginative, fun games promote independence, sharing, cooperation, language development, reasoning skills, coordination, creativity and self-confidence.

Walker & Company
720 5th Avenue/New York, NY 10019

***Playtime Learning Games,** by Alice Honig; 1982.

No special materials are needed for this easy-to-use handbook of games to help teach thinking skills to children two to five years of age. Simple instructions explain what you need, what to do, variations, and the purpose of the games.

Syracuse University Publishing in Continuing Education
Syracuse, NY 13210

***The Baby Exercise Book,** by Janine Levy; 1974.

Exercises to benefit the infant's physical development, emotional stability and relationship with parents during the first fifteen months are described and illustrated. The exercises are based on movements that infants normally make. Complete photographic demonstrations are easy to follow.

Random House
400 Hahn Road/Westminster, MD 21157

NOTE: The books marked with an asterisk (*) can be ordered from the publisher or from: Toys 'N Things Press/906 North Dale Street/St. Paul, MN 55103/(612)-488-7284

***The Playgroup Handbook,** by Laura Broad & Nancy T. Butterworth; 1974.

You need never run out of exciting and fun ideas for active preschoolers. While addressed to parents who are organizing play groups, the variety of seasonal and nonseasonal activities are terrific for anyone working with this age group.

St. Martin's Press
175 5th Avenue/New York, NY 10010

***The Sourcebook,** by George Maxim; 1980.

Thousands of ideas are contained in this collection of exciting activities for infants and young children. The infant section includes physical activity, concept games, language growth and physical care. The preschool section contains delightfully illustrated ideas on self-concept, physical activity, large muscle development, academic skills, creative activities, and cooking. The activities are indexed by skill area.

Wadsworth Publishing Co.
Division of Wadsworth, Inc.
10 Davis Drive/Belmont, CA 94002

***You And Your Small Wonder: Book 1 (Birth to 18 months) You And Your Small Wonder: Book 2 (18-36 months),** by Merle B. Karnes; 1982, 1984.

The author presents over 150 activities conveniently arranged to fit into a parent's busy schedule: at changing time, at bathtime, when doing household chores, when the whole family is gathered around, or when alone with baby. The activities give practice in eleven essential skills, including language development, intellectual development, balance and motion skills, and social skills.

American Guidance Service, Inc.
Publisher's Building/Circle Pines, MN 55014

Books On Arts & Crafts

***Art For The Fun Of It,** by Peggy D. Jenkins; 1980.

This manual combines an explanation of the principles of art education with descriptions of hundreds of activities in pasting, tearing and cutting, painting, woodworking, stitchery, puppet making, etc.

Prentice Hall, Inc.
P.O. Box 500/Englewood Cliffs, NJ 07632

Arts And Crafts For Special Education, by Maryan T. Winsor; 1972.

This book provides easy-to-follow directions for more than 100 art projects. Activities are organized by months, from September to June and include complete directions.

Fearson-Pitman Publishers, Inc.
6 Davis Drive/Belmont, CA 94002

***Don't Move The Muffins,** by Beverly J. Bos; 1982.

A splendid, practical guide to art for two- to five-year-olds. Activities include using paper, paint, crayons, felt pens and chalk. Collages, holiday art, sculpture and special art activities complete this "hands-off" guide to art for the young child.

Prentice-Hall, Inc.
P.O. Box 500/Englewood Cliffs, NJ 07632

Puppet Factory, by Imogene Forte; 1984.

This book provides a variety of fun and easy-to-make puppets with clear and simple directions. It also includes ideas for a "puppet stage production".

Incentive Publications, Inc./Nashville, TN

*NOTE: The books marked with an asterisk (*) can be ordered from the publisher or from: Toys 'N Things Press/906 North Dale Street/St. Paul, MN 55103/(612) 488-7284

Books On Music And Creative Movement

***Danceplay,** by Diane Lynch Fraser; 1983.

This handbook of exercises for ages 18 months to 4 years is designed to enhance the intellectual, emotional, and social growth of children through body movement. The activities are arranged in three levels of difficulty. Above all, these games/exercises are a source of fun and sharing between adult and child.

New American Library
1633 Broadway/New York, NY 10019

***Eye Winker, Tom Tinker, Chin Chopper,** by Tom Glazer; 1978.

A delightful collection of 50 fingerplays and folksongs from one of the country's foremost balladeers. Piano arrangements and guitar chords are included.

Doubleday & Co., Inc.
501 Franklin Avenue/Garden City, NY 11530

***Music For Ones And Twos,** by Tom Glazer; 1983.

Over 50 traditional and original songs, games and fingerplay rhymes are included in this delightful collection that is definitely not just for ones and twos.

Doubleday & Co., Inc.
501 Franklin Avenue/Garden City, NY 11530

Target On Music, by Ruthlee F. Adler in collaboration with Lillian R. Davis; 1982.

Developed by a music therapist with 20 years experience, for children with disabilities ranging from autism to hearing impairments to multiple handicaps. Included in this book are over 100 activities to enhance learning through music. The activities cover the use of movement, rhythm and music in five major areas: motor skills, communication, sensory integration, concept development and social interaction.

Glenbrook Day School
(Formerly Christ Church Child Center)
11614 Seven Locks Road/Rockville, MD 20854

***Your Baby Needs Music,** by Barbara Cass-Beggs; 1980.

With five sections of music for each stage from the newborn baby to the two-year-old child, this book is designed for parents, family day care providers and teachers. It includes words and simple music for lullabies, croons and songs. You don't have to be a musician to provide music for baby.

St. Martin's Press
175 5th Avenue/New York, NY 10010

Resources for Making and Selecting Toys

Able Data

A computerized data base of commercially available rehabilitation aids and equipment. Includes listings of toys, sensory aids, play and recreation equipment adapted to the needs of disabled persons.

National Rehabilitation Information Center
4407 8th Street, N.E./Washington, D.C. 20017

Lekotek Guide To Good Toys, by Mary Sinker; 1983.

Descriptions of carefully selected commercial toys for disabled children by the Lekotek Organization. The guide has divided toys into different developmental areas. Also includes therapeutic equipment and books.

Lekotek
Evanston Civic Center/2100 Ridge Avenue/Evanston, IL 60201

Smart Toys, by Kent G. Burtt & Karen Kalkstein; 1981.

77 easy to make toys to stimulate babies from birth to two years. A lively text describes the successive phases of development, concentrating on behaviors pertinent to the infant's developing intelligence and play with toys. Patterns for toys include a complete list of materials, step-by-step instructions and clear line drawings.

Harper & Row Publishing, Inc.
10 E. 53rd Street/New York, NY 10022

*NOTE: The books marked with an asterisk (*) can be ordered from the publisher or from: Toys N Things Press/906 North Dale Street/St. Paul, MN 55103/(612)-488-7284

• Teachables From Trashables, Toys 'N Things Press; 1979.

A practical, step-by-step guide to making toys for infants through school age children. Made from recycled household materials, these inexpensive toys each have illustrated directions, age guidelines, suggested play activities and descriptions of the skills children learn while playing with the toy.

Toys 'N Things Press
906 North Dale Street/St. Paul, MN 55103

Telephone Pioneers of America

Local Chapters of this voluntary organization of telephone company employees design and provide adapted recreational equipment to organizations, families and individuals. Equipment includes a beeping baseball, an audio bouncing ball, a "cricket" to attach to bicycles for persons with visual impairments, and hand operated tricycle and wagon for children with motor impairments of the lower body.

Contact your local telephone company for information on how to contact your local chapter of Telephone Pioneers of America or,

William B. Turnbow/
Telephone Pioneers of America
22 Cortlandt St., 25th Floor
New York, NY 10007
(212)-393-2784

The More We Do Together: Adapting the Environment for Children with Disabilities, by the Nordic Committee on Disability in cooperation with World Rehabilitation Fund; 1985.

A practical and valuable book of ideas about technical aids for children with disabilities. It may serve as an introduction for parents and others who concern themselves with adapting the environment. A specially good resource for the parents of a child with a physical disability.

World Rehabilitation Fund, Inc.
400 East 34 Street
New York, New York 10016

Toy Guide: Gifts For Special Children

List of toys for disabled children from preschool through elementary age.

Pam Assistance Center of the Physically Impaired Association of Michigan
601 West Maple Street/Lansing, MI 48906

Commercial Sources of Toys & Equipment for Play and Recreation

Able-Child

Toys and equipment adapted to meet the needs of children with disabilities, includes specially designed equipment for children with physical disabilities.

Able Child
154 Chambers Street/New York, NY 10007

Discovery Toys

Durable, educational and fun toys for very young children though elementary age. Most of the toys have a wide range of uses, features and educational values.

Discovery Toys
400 Ellinwod Way/Suite 300
Pleasant Hill, CA 94523
(415)-680-8697

Flaghouse

Specially designed play and recreation equipment for children with disabilities, including large outdoor equipment.

Flaghouse
18 West 18th Street/New York, NY 10011
(212)-989-9700

Let's Play To Grow

Toys and equipment appropriate for young children and their families such as percussion instruments, parachute canopy, scooter board and hoppity hop.

Let's Play To Grow
1350 New York Avenue, N.W./Suite 500
Washington, D.C. 20005
(202)-393-1250

*NOTE: The books marked with an asterisk (*) can be ordered from the publisher or from: Toys 'N Things Press/906 North Dale Street/St. Paul, MN 55103/(612)-488-7284

Pediatric Projects

Toys to help children adjust to a hospital stay, such as miniature hospital equipment, dolls with special medical conditions, etc.

Pediatric Projects
P.O. Box 1880, Santa Monica, CA 90406

Toys For Special Children

A selection of battery operated toys, specially engineered for children with severe motor impairments.

Toys For Special Children
c/o Stephen Kaplan, Medical Engineer
Hastings-on-Hudson, New York, NY 10706

Records

Hap Palmer Records

The following series of records by Hap Palmer are specially produced for young children. These records use simple directions and music to help the child to explore areas of body awareness, language concepts, creative movement and imagination.

Learning Basic Skills Through Music/Getting To Know Myself/Feelin Free/Movin/Easy Does It/Seagulls/Holiday Songs and Rhymes

Education Activities, Inc.
1937 Grand Avenue, Baldwin, NY 11510
ATTN: Sales Department

*The Baby Record

These bouncing rhymes, finger and toe plays, games and lullabies are adapted from successful parent-child interaction classes. Ride Baby Ride; Baby A Go Go; This Little Pig Goes To Market; Humpty Dumpty; Shakers; Starlight; This Little Pig Had a Rub A Dub Dub; Ring Around the Rosie; Sleep My Babe; and much, much more! Available in album or cassette.

*Singable Songs For The Very Young

These are truly "Singable Songs" by one of Canada's most popular children's recording artists. Some are traditional, such as Baa Baa Black Sheep, and other are unique and delightful, like Willoughby Wallaby Woo. Also included are Spider on the Floor; Going to the Zoo; Peanut Butter Sandwich; Five Little Pumpkins; The Sharing Song; Brush Your Teeth; Bumping Up and Down; Must Be Santa Claus and more. Lyrics included with the album. Please specify album or cassette.

*You'll Sing A Song And I'll Sing A Song

Everybody loves Ella Jenkins and this is the album children ask for over and over again. You'll Sing A Song and I'll Sing A Song; Shabot Shalom; Cadima; This Train; Did You Feed My Cow?; Miss Mary Mack; May-Ree Mack; Dulce Dulce; I saw; Sifting in the Sand; Guide Me; and more. Notes and text included. Album only.

*NOTE: The records marked with an asterisk (*) can be ordered from the publisher or from: Toys 'N Things Press-906 North Dale Street/St. Paul, MN 55103/(612)-488-7284.

AFTERWORD

I want to invite all families with a special child to join a Let's Play To Grow Club. Like the "Rainbow Bunch" and thousands of other families around the world who are members of a Let's Play To Grow Club, you and a small group of other families will come together to enjoy the kinds of activities described in these Recipes. At a Let's Play To Grow Club, the special child, his mother and father, brothers, sisters and even extended family members and friends enjoy the friendship, support and learning that results from sharing the joy of play. Please write to me for information about how you can join or start a Let's Play to Grow Club in your community.

Eunice Kennedy Shriver

Let's Play To Grow
1350 New York Avenue, N.W.
Suite 500
Washington, D.C. 20005
(202) 393-1250

How to Get the most Out of Let's Play To Grow RECIPES FOR FUN

As you enjoy Let's Play To Grow RECIPES FOR FUN, record your progress! Post the chart included in this book in a prominent place and cross off a box as an activity session is completed. After 30 sessions of Let's Play To Grow activity, send a post card with your name and address or the completed coupon below to Let's Play To Grow and you will receive an iron-on patch for a favorite tee shirt. You will also receive another chart so you can continue to monitor your progress.

Let's Play To Grow
1350 New York Ave., NW
Washington, DC 20005.

We have completed 30 sessions of Let's Play To Grow fun.
Please send us an iron on patch and a new chart.

NAME _____

ADDRESS _____

☐ I would like more information about starting or joining a Let's Play To Grow Club.

**Send this coupon to* Let's Play To Grow, 1350 New York Ave., N.W., Washington, DC 20005.

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Let's Play to Grow

"RECIPES FOR FUN" ACTIVITY CHART

BE A WINNER

Post this chart on your refrigerator or other prominent spot and cross off a box as an activity session is completed.

After 30 sessions of "Let's Play to Grow" activity, mail a post card or the coupon in **Recipes for Fun** to Let's Play To Grow and you will receive a free iron on transfer for a favorite tee shirt.

You will also receive another Activity Chart to continue to monitor your progress.

Good Luck! Have Fun!

Let's Play To Grow
1350 New York Avenue, N.W.
Suite 500
Washington, D.C. 20005

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***Gilbert M. Reich,** President and CEO.*

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